

July 2026

Jejak KREASI



From One Good Practice, Many Ideas Can Grow

Good practices should not stay where they began. When experiences and lessons are shared, they can spark conversations, inspire new approaches, and contribute to our collective efforts to improve the quality of education.

This is what KREASI continues to encourage. One example was our opportunity to share our experience at the Indonesia Education Conference 2026, where lessons from the programme became part of a wider exchange among people working across the education sector. Spaces like this matter because what works in one place can be heard, discussed, and adapted by others.

In this edition of Jejak KREASI, we bring together stories and good practices shaped by the collective work of government, partners, educators, communities, and many others. We hope these lessons will travel beyond the places where they began, inspire others, and open up new possibilities for improving education for children across Indonesia.

Warm Regards,
Alifah Sri Lestari
KREASI Chief of Party
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Local Implementing Partners:





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KREASI Strengthens Communication and Media Capacity to Advance Learning and Disseminate Best Practices



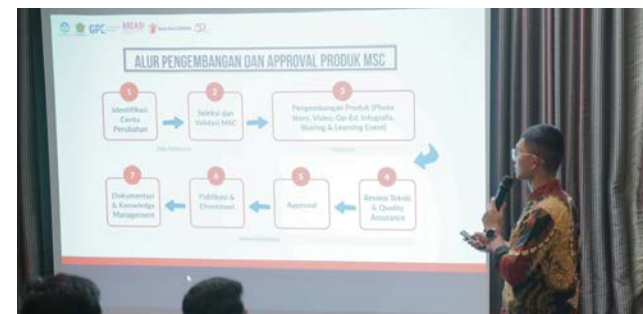
The KREASI Program of Save the Children organized the Year Two Communication and Media Capacity Building Workshop from 27–31 July 2026 in Jakarta. The workshop brought together communication and media personnel from eight program districts and aimed to strengthen participants' capacity to identify, document, and communicate good practices and program learning in a more strategic and impactful way.

This workshop was conducted alongside capacity-building sessions on Monitoring, Evaluation, Accountability, and Learning (MEAL) and the Catch-Up Club program. The joint workshop was officially opened by Muhammad Yusro, Secretary of BKPDM at the Ministry of Primary and Secondary Education (Kemendikdasmen), and Abdul Basit, Head of the Subdirector for Curriculum and Student Affairs of Madrasahs (KSKK) at the Ministry of Religious Affairs (Kemenag), who represented the Co-Chair of Local Education Group.

Various innovations and good practices emerging from program implementation at school, community, and local government levels need to be systematically documented so they can serve as shared learning resources and support replication in other contexts.



“Communication is not only about delivering information, but also about ensuring that lessons learned from the program are accessible, understood, and utilized by stakeholders to create broader and more meaningful change,” said Chief of Party KREASI, Alifah Sri Lestari, during the opening session.



Throughout the workshop, participants engaged in a range of strategic topics, including evidence-based policymaking, development of good practice products, the Most Significant Change (MSC) approach, adaptive management, and the use of data to support advocacy efforts. These sessions were designed to strengthen the connection between communication, monitoring, evaluation, accountability, and learning (MEAL), and evidence-based decision-making.

The workshop also featured experience-sharing sessions from KREASI's eight implementation areas. Communication Officers presented various communication approaches they had employed to support program implementation in their respective districts. The forum provided an opportunity for participants to learn from one another, exchange ideas, and identify communication strategies that are relevant to local contexts.



During the workshop, Seno Hartono, Head of the Publication Working Group at the Ministry of Primary and Secondary Education (Kemendikdasmen), served as a resource person and delivered a session on media relations management.

Meanwhile, the session on design and data visualization was delivered by Nadya Noor, Content Manager at Tirto.id.



In addition, participants received technical training on photography, videography, interview techniques, and press release writing. Participants also took part in a field practice session at a school to strengthen their visual documentation skills while enhancing their storytelling abilities through photography and video.



Beyond the technical aspects, the workshop also emphasized the importance of applying safeguarding and data protection principles across all communication activities. This was intended to ensure that the collection and dissemination of information consistently prioritize the safety, dignity, and rights of children and vulnerable groups.



On the final day, participants explored strategic communication approaches, the use of social media to reach wider audiences, the organization of learning and sharing events, and the development of various communication and publication materials. The workshop concluded with a creative session in which participants produced communication products as a direct application of the knowledge and skills acquired during the training.

Through this workshop, the KREASI Program aims to support the development of follow-up plans for communication and documentation of good practices in each target district. These efforts are expected to strengthen a culture of reflection and continuous learning, enhance program accountability, and expand the visibility and impact of educational good practices developed through collaboration with government institutions, schools, communities, and implementing partners.



KREASI Strengthens Partner Capacity Through MEAL Capacity Building Workshop

KREASI organized a MEAL Capacity Building Workshop from 27–31 July 2026 in Jakarta. The event brought together MEAL Coordinators and Officers from implementing partner organizations across KREASI's target regions. This workshop was conducted alongside capacity-building sessions on Communications and Media also the Catch-Up Club program.

The joint workshop was officially opened by Muhammad Yusro, Secretary of BKPD at the Ministry of Primary and Secondary Education (Kemendikdasmen), and Abdul Basit, Head of the Subdirector for Curriculum and Student Affairs of Madrasahs (KSKK) at the Ministry of Religious Affairs (Kemenag), who represented the Co-Chair of Local Education Group.

In her opening remarks, Chief of Party KREASI, Alifah Sri Lestari, emphasized the importance of using data and learning as a foundation for program decision-making.

“The quality of a program is determined not only by the implementation of activities, but also by how we learn from data, understand the changes that occur, and use that evidence to improve the interventions we deliver,” she said.

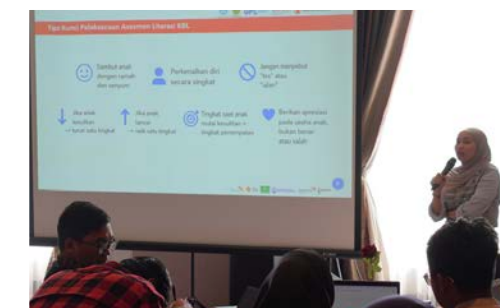
Over the course of five days, participants received training on various aspects of KREASI's second-year implementation, including an understanding of the Results Framework, program indicator measurement mechanisms, the division of roles and responsibilities in data management, and the use of monitoring tools such as coaching checklists, activity reporting systems, and monitoring dashboards.

In addition to the technical aspects of MEAL, the workshop also included capacity-building sessions on managing good practices and evidence-based communication. Participants received guidance on identifying good practices across KREASI program packages, developing Most Significant Change (MSC) stories, conducting basic research, and creating communication products that can support advocacy efforts and the dissemination of program learning.

One of the key sessions focused on data quality standards, routine verification through Data Quality Assessment (DQA) processes, data protection, and the application of informed consent principles, particularly in managing data involving children. Through this session, participants were expected to strengthen their ability to apply ethical standards and data security principles throughout the process of data collection, management, and reporting.

As an outcome of the workshop, participants developed MEAL work plans for the upcoming period and provided feedback on KREASI's existing MEAL systems, tools, and guidance documents. This feedback will serve as a foundation for continuous improvement to support the effective implementation of the program across all target areas.

Through this initiative, KREASI hopes to further strengthen partner capacity in managing data, documenting learning, developing good practices, and utilizing evidence and information to support the improvement of foundational education quality for children across Indonesia.



KREASI Strengthens Catch-Up Clubs Capacity for District Facilitators and Implementing Partners to Enhance Children's Literacy



KREASI organized a five-day Catch-Up Clubs (CuC) Capacity Building Training for District Facilitators on 27-31 July 2026 in Jakarta. The training brought together District Facilitators, Training Coordinators, CuC Officers, and KREASI technical team members from various program implementation areas.

This workshop was conducted alongside capacity-building sessions on Monitoring, Evaluation, Accountability, and Learning (MEAL) and Communications and Media. The joint workshop was officially opened by Muhammad Yusro, Secretary of BKPD at the Ministry of Primary and Secondary Education (Kemendikdasmen), and Abdul Basit, Head of the Subdirector for Curriculum and Student Affairs of Madrasahs (KSKK) at the Ministry of Religious Affairs (Kemenag), who represented the Co-Chair of Local Education Group.

This training is part of KREASI's efforts to strengthen the quality of foundational education, particularly basic literacy skills for primary school students who require additional learning support. Through the Teaching at the Right Level (TaRL) approach, Catch-Up Clubs are designed to help children learn according to their actual learning levels, making the learning process more effective, inclusive, and enjoyable.

Throughout the training, participants explored a range of topics that form the foundation of Catch-Up Club implementation. These included an introduction to the Catch-Up Clubs program, the core principles of Teaching at the Right Level (TaRL), play-based literacy learning, Social and Emotional Learning (SEL), and the integration of child safeguarding principles into all learning activities.

Participants also took part in practice sessions and simulations of literacy activities tailored to different student learning levels, covering oral language development, letter and syllable recognition, word reading, sentence and paragraph reading, and story and text comprehension. In addition, they learned how to use literacy assessments to group students according to their abilities and plan learning activities that respond to each child's specific learning needs.

One of the key components of the training was a microteaching session conducted directly in a school setting. During this session, participants had the opportunity to facilitate Catch-Up Club learning activities with students, including administering literacy assessments and managing instruction based on ability groups. Following the field practice, participants received constructive feedback from trainers to strengthen their facilitation and teaching skills.



In addition to technical capacity building, the training equipped participants with adult learning and facilitation skills. District Facilitators are expected to serve as trainers for Catch-Up Club Facilitators at the district level through participatory, reflective, and learner-centered training approaches.

The training also introduced mechanisms for peer learning, mentoring, and coaching as part of the program's quality assurance system. Through these mechanisms, facilitators are encouraged to continuously learn, exchange experiences, and support one another in addressing implementation challenges within their respective areas.

As a final output, all participants developed Follow-Up Action Plans (FAPs) to guide the implementation of Catch-Up Club Facilitator training in their districts. These action plans are expected to ensure that the training is replicated systematically and supports the delivery of high-quality Catch-Up Clubs across all KREASI target areas.



Through this initiative, KREASI reaffirms its commitment to improving the foundational literacy skills of Indonesian children through a learner-centered approach, supported by competent facilitators, robust coaching and mentoring systems, and sustained collaboration among government institutions, schools, communities, and implementing partners.



Ketapang and Halmahera Utara Governments Share Best Practices with KREASI at KPI

Head of the Regional Development Planning Agency (Bappeda) of Ketapang District, Harto, and Head of Bappeda of Halmahera Utara District, Hernefer F. Tjandua, shared best practices in education policy during the Regional Education Forum session at the 2026 Indonesian Education Conference (KPI), held at Universitas Negeri Yogyakarta (UNY), Sleman, on 1–2 July 2026.

Ketapang and Halmahera Utara are two of the eight districts supported by the KREASI Program. The strategic partnership between KREASI and the two district governments has been built since early 2025.

Carrying the theme “Building an Education Ecosystem for a Sembada Society,” the Regional Education Forum provided a space for local governments to learn from one another, exchange experiences, and discuss various challenges in education development. On this occasion, Ketapang and Halmahera Utara Districts shared their experiences in building an education ecosystem through cross-sector collaboration with the KREASI Program.



In Ketapang District, change began by inviting many stakeholders to move forward together. Strengthening teacher capacity, the innovation of the Gerakan Rangkul dan Didik Anak Tidak Sekolah (Garda ATS), collaboration with the private sector, and support from the KREASI Program have complemented one another in addressing various education challenges in the district.

These efforts have begun to show positive results. A total of 66.7% of schools, or 20 schools, showed improvements in their education report cards, accompanied by increased achievements in literacy, numeracy, and the quality of education services.

“Alhamdulillah, with the KREASI Program, our literacy has improved, as has numeracy. Recently, our Minimum Service Standards achievement has also increased. However, our challenge remains how to ensure that the number of out-of-school children continues to decrease every year,” said Harto.



Meanwhile, Hernefer shared Halmahera Utara District's experience in developing the 2025–2030 Roadmap for Accelerating Literacy and Numeracy with the KREASI Program and its implementing partner, Wahana Visi Indonesia. The roadmap serves as a guide for the local government in strengthening teacher capacity, improving the quality of learning, and aligning the direction of education development in a sustainable manner.

According to Hernefer, collaboration with KREASI has helped the local government gain a clearer direction in strengthening education development.

“Collaboration with KREASI has given us a clearer picture of what the local government needs to do and what the KREASI team's role is. The two are then brought together through collaboration. The local government prepares regulations to support the KREASI Program that has been initiated. With the existing roadmap, we no longer have to work by trial and error, but can focus more on addressing the challenges we face,” said Hernefer.



The best practices emerging in Ketapang and Halmahera Utara do not stop as achievements in one district alone. Lessons from both districts serve as inspiration to be developed and replicated in other areas, helping to create education policies and services that are higher quality, more inclusive, and more responsive to children's needs.

Save the Children CEO Meets Muhammadiyah Central Board Chair to Strengthen KREASI Program Partnership



Save the Children Indonesia Chief Executive Officer (CEO), Dessy Kurwiany Ukar, met with the Chair of the Muhammadiyah Central Board (PP Muhammadiyah), Haedar Nashir, in Yogyakarta on 7 July 2026. The meeting aimed to further strengthen collaboration, particularly through the KREASI Program.

During the meeting, Dessy expressed her appreciation for the strong partnership that has been built over the years. She also introduced Save the Children Indonesia and its programs, including the implementation of KREASI.

Over the past two years, Save the Children Indonesia has partnered with the Primary and Secondary Education and Non-Formal Education Council (Majelis Dikdasmen & PNF) of PP Muhammadiyah to implement the KREASI Program in Ketapang District and North Kayong District, West Kalimantan. The partnership has delivered positive results. In its first year, the program successfully achieved 100% of its activity targets and is currently entering its second year of implementation.

Meanwhile, Haedar emphasized that social movements aimed at improving community welfare, particularly for children, are among the most important priorities. Therefore, commitment and support from various stakeholders are essential and highly relevant to the goals pursued through the partnership between PP Muhammadiyah and Save the Children.

Dessy added that strategic partnerships with local and national institutions are an important part of the localization strategy, through which local organizations can grow alongside Save the Children Indonesia in advancing the well-being of Indonesian children.

Looking ahead, Save the Children hopes to continue expanding its strategic partnership with Muhammadiyah through other programs, building on their shared experience in advancing education for Indonesia's children.

Also present at the meeting were Save the Children Indonesia Chief Operating Officer, Agni Kristia Pratama, and KREASI Program Chief of Party, Alifah Sri Lestari. Representing Muhammadiyah were PP Muhammadiyah Secretary M. Sayuti, along with members of the Majelis Dikdasmen & PNF PP Muhammadiyah, including Chair Didik Suhardi, Vice Chair IV Gufron Amirullah, and member Ananto Kusuma Seta.

Save the Children Meets with LP Ma'arif NU to Discuss Progress of KREASI



Save the Children Indonesia conducted a courtesy visit to the Nahdlatul Ulama Educational Institution (LP Ma'arif NU) as part of its efforts to strengthen a strategic partnership aimed at improving the quality of education for children through the KREASI Program.

The meeting, held in Jakarta on 14 July 2026, was received by LP Ma'arif NU Chair Muhammad Ali Ramdhani and accompanied by LP Ma'arif NU Secretary Harianto Oghie. The Save the Children Indonesia delegation was led by Chief Executive Officer (CEO) Dessy Kurwiany Ukar, together with Chair of the Board of Trustees Daniel Rembeth, Senior Director of Advocacy, Campaign, and Government Relations Tata Sudrajat, and KREASI Chief of Party Alifah Sri Lestari.

During the meeting, Dessy expressed her appreciation for the partnership that has been established between Save the Children Indonesia and LP Ma'arif NU. She noted that the collaboration through the KREASI Program has made a positive contribution to improving literacy and numeracy outcomes for Indonesian children, particularly in Tanggamus District, Lampung.

The KREASI Program is one of Save the Children Indonesia's initiatives to strengthen the education ecosystem through partnerships with local organizations. To date, the program has partnered with seven local institutions, including LP Ma'arif NU, which serves as the implementing partner in Tanggamus District.

Dessy also expressed her hope that the partnership, which has delivered positive results, can continue and be further strengthened in the coming years. According to her, collaboration with local organizations is an important part of Save the Children Indonesia's localization strategy, through which local institutions can grow and develop alongside Save the Children Indonesia to advance the well-being of Indonesian children.

Meanwhile, Muhammad Ali Ramdhani reaffirmed his support for the implementation of the KREASI Program and encouraged its expansion to other regions so that more children can benefit from the initiative.

In addition to discussing opportunities for expanding the KREASI Program, the meeting also served as a platform to explore broader cooperation in the education sector. Save the Children Indonesia shared that it is currently developing a strategic partnership with the Ministry of Religious Affairs to support the implementation of other programs focused on strengthening education for children in madrasahs and pesantren.

Save the Children Indonesia considers LP Ma'arif NU a strategic partner with extensive experience and a long-standing track record in advancing education through its network of madrasahs and pesantren across Indonesia. This experience provides a strong foundation for strengthening joint efforts to improve educational quality and the well-being of Indonesian children through sustainable programs.

KREASI Holds Courtesy Meetings with Kemenko PMK, Kementerian PPPA and Bappenas

As part of its efforts to expand engagement with national stakeholders and strengthen the KREASI Program's National Steering Committee, the KREASI team conducted a series of courtesy meetings to reintroduce the program to newly appointed government officials and share updates on program implementation. The visits were carried out by KREASI Chief of Party, Alifah Sri Lestari, and Director of External Relations, Imelda Usnadibrata, to several government ministries and agencies throughout July 2026.



Audience with KPPPA

To support these efforts, KREASI held meetings with key ministries to introduce the program and reinforce collaboration through the National Steering Committee.

The first visit took place on 14 July 2026 at the Ministry of Women's Empowerment and Child Protection (Kementerian PPPA), where the team was received by Rini Handayani, Deputy for the Fulfillment of Children's Rights.

On 27 July 2026, the KREASI team visited the Ministry of National Development Planning (Bappenas) and met with Suprpto Budinugroho, Director of Primary and Secondary Education.

The final visit was held on 28 July 2026 at the Coordinating Ministry for Human Development and Culture (Kemenko PMK), where the team met with Ivan Syamsurizal, Assistant Deputy for Early Childhood, Primary and Secondary Education, and Veronica Enda Wulandari, Assistant Deputy for Education Resources.

In principle, the Ministry of Women's Empowerment and Child Protection, Bappenas, and the Coordinating Ministry for Human Development and Culture welcomed the presence and contributions of the KREASI Program in supporting improvements in the quality of early childhood and basic education in Indonesia, particularly in underserved areas. The three institutions also expressed their readiness to join and actively participate in the KREASI Program's National Steering Committee.

Bappenas, in particular, highlighted the importance of strengthening KREASI's flagship initiatives through approaches that enable successful interventions and proven good practices to be replicated and scaled up. According to Bappenas, the lessons learned and innovations generated through KREASI have the potential to serve as national models for education development.



Audience with Bappenas



Audience with Kemenko PMK





KREASI Supports the Establishment of the Nias Selatan Education Forum

KREASI Nias Selatan organized an Education Forum Activation Workshop on 31 July 2026 at the Nias Selatan Regency Hall. Through this workshop, the

Nias Selatan District Education Forum was officially established and activated as a platform for cross-sector collaboration to promote quality, inclusive, and sustainable education services.

The event was attended by 44 participants representing the Regional Government, relevant local government agencies (including the Education Office, Bapperida, P3AP2KB, and the Library and Archives Office), the Ministry of Religious Affairs Office, the Education Council, professional organizations (IGI and PGRI), educational organizations (HIMPAUDI and IGTKI), school principals, primary school supervisors, community organizations (PCNU and Muhammadiyah), and partner institutions.

The workshop commenced with opening remarks and was officially inaugurated by the Regional Secretary of Nias Selatan Regency, Bazatulo Zebua. In his address, Bazatulo expressed appreciation for the strong collaboration that has been built among stakeholders. He emphasized that the forum should be able to transform ideas into concrete programs that strengthen literacy, numeracy, and character development among students in the region.

“Through this forum, various ideas and recommendations are expected to be translated into concrete programs focused on strengthening literacy, numeracy, and character development as the foundation for sustainable improvements in education quality,” said Bazatulo.

He reaffirmed that the Nias Selatan Regency Government remains committed to supporting programs that contribute to improving the quality of education in the region. According to him, collaboration among stakeholders is essential to ensure that educational development efforts are implemented in a gradual, strategic, and sustainable manner.

Meanwhile, Yamamoni Laoli, Head of the Ministry of Religious Affairs Office of Nias Selatan, commended the contributions of KREASI's various initiatives to improving education quality in Nias Selatan. He expressed hope that the program's achievements and good practices would serve as valuable references for government policymaking and support human resource development toward the realization of Indonesia's Golden Generation 2045.



Yamamoni highlighted the experience of SD Onowaembo, one of the schools that recently became a KREASI intervention site. According to information provided by the school principal, Faaso Zega, the school has already experienced positive impacts from the program, particularly in improving students' literacy and numeracy skills.

“Through the establishment of this District Education Forum, we hope to continue strengthening synergy among all stakeholders involved in advancing, developing, and improving the quality of education in Nias Selatan,” said Yamamoni.

He also expressed his commitment to supporting the continued implementation of the KREASI Program in Nias Selatan so that cross-sector collaboration in improving education quality can be further strengthened.



Meanwhile, Yurli A. Zalukhu, KREASI Nias Selatan Program Manager, explained that the workshop aimed to initiate the establishment of a functional District Education Forum that can be formally recognized as a platform for coordination and collaboration across sectors. The forum is expected to align various efforts to improve education quality while encouraging the development of ideas, innovations, and good practices that address local needs.

“As long as KREASI continues its work in Nias Selatan, opportunities for collaboration with various stakeholders will continue to be developed. These collaborations will not only focus on strengthening literacy, numeracy, and character development among students, but will also encourage the emergence of ideas, innovations, and good practices that can make a meaningful contribution to improving education quality in Nias Selatan,” said Yurli.

She added that the ideas, experiences, and recommendations generated through the forum should not remain at the discussion stage but should become constructive inputs for the development of education policies and programs in Nias Selatan.



The presence of the Regional Secretary, leaders and representatives of local government agencies, the Head of the Ministry of Religious Affairs Office, and representatives of educational professional organizations demonstrated strong support for building a more collaborative education ecosystem in Nias Selatan.

This commitment was further demonstrated through the signing of a joint commitment declaration by representatives of the Nias Selatan Regency Government, the Ministry of Religious Affairs Office, the Education Office, Save the Children, KREASI, and all workshop participants. The signing symbolized a shared responsibility to strengthen literacy, numeracy, and character development among students in a sustainable manner.

Through the District Education Forum, stakeholders are expected to have a common platform to strengthen coordination, share good practices, and develop ideas and recommendations that can be translated into concrete programs. Through this spirit of collaboration, the forum is expected to become a key driver of educational transformation and contribute to the realization of quality, inclusive, and sustainable education for children in Nias Selatan.



From Peer Learning to Action for Children's Literacy

A simple idea shared among school principals has evolved into a meaningful initiative to help students improve their reading skills.

Change does not always begin with a large-scale program, but with the courage to take the first step.

This spirit can be seen at a public elementary school in Sitolu Ori Subdistrict, Nias Utara, where a long-envisioned plan was finally transformed into concrete action through the establishment of an Additional Literacy Class.

Concern about students' literacy skills became the starting point for this initiative. Based on observations and experiences of homeroom teachers during the learning process, several students, including those in upper grades, were still unable to recognize letters or read words fluently. This situation affected their ability to participate effectively in lessons across subjects and became a shared concern among the entire school community.

The concern grew stronger after the Nias Utara District Education Office encouraged schools to strengthen literacy skills as a shared responsibility. The goal was to ensure that every student possesses adequate reading skills before continuing their education to junior secondary school.

The idea of establishing an additional literacy class was not entirely new for the school. However, the plan became more refined after the principal participated in a Peer Learning activity facilitated by the KREASI Program. Through this forum, school principals shared experiences, challenges, and good practices in managing learning processes at their respective schools. One inspiring practice was the implementation of an additional literacy class in another school.

"The idea of an additional literacy class had actually been in our plans for quite some time. The encouragement from the Education Office further strengthened our intention. After participating in Peer Learning through the KREASI Program, we saw a real example from another school and became even more confident that we could implement a similar initiative. We felt that we were not working alone because there was a space where we could learn from and support one another," said Invrah, the school principal.



Inspired by this experience, the school initiated discussions with teachers. As a result, it was agreed that the Additional Literacy Class would be held every Friday at 11:30 a.m., after regular school hours. The program officially began on 7 August 2026 and is attended by 28 students from Grades 2 through 6. Friday was selected by mutual agreement among teachers to ensure that the program would not interfere with regular classroom instruction.

To provide support tailored to students' needs, participants were divided into two learning groups. Group A is designed for students who are still unable to recognize letters, while Group B serves students who can recognize letters but continue to face challenges in identifying and reading words. This arrangement allows teachers to provide more focused and appropriate support according to each child's learning level.

The Additional Literacy Class represents a collaborative effort involving the entire school community. Every Friday, two teachers take turns facilitating the sessions according to a predetermined schedule. Parents have also demonstrated their support by attending socialization meetings and allowing their children to participate in additional learning activities outside regular school hours.

For the school, the KREASI Program has provided more than training opportunities. It has created a learning space where school principals can learn from one another through Peer Learning. This collaborative environment encourages principals to adapt good practices to meet their schools' specific needs while strengthening their confidence that meaningful change can begin with simple actions.



"We hope that the KREASI Program will continue supporting schools, particularly by providing guidance on literacy teaching methods, implementation mechanisms, learning materials, and modules. In this way, the Additional Literacy Class can continue to grow into an increasingly effective activity that helps children learn to read," Invrah added.

The school's initiative also aligns closely with the approach of the Literacy and Numeracy Learning Club (CuC), which will be implemented during the second year of the KREASI Program. This early experience provides a strong foundation for the school to further strengthen literacy learning through the support and mentoring that will be offered in the next phase.

Although the initiative has only recently begun and its impact on students' reading abilities cannot yet be measured, early signs of change are already visible. The school now has a dedicated schedule for literacy development, teachers are committed to supporting students beyond regular class hours, parents are actively involved, and the principal has successfully mobilized the entire school community to work together in addressing literacy challenges.

This initiative demonstrates that meaningful change does not always require waiting for a major program to begin. When schools are willing to take action, supported by collaboration among teachers, parents, local government, and learning opportunities facilitated by the KREASI Program, small steps can become the foundation for a stronger literacy culture.

Looking ahead, the school hopes that all students participating in the Additional Literacy Class will be able to recognize letters, read more fluently, and gain greater confidence in their learning. The school also hopes that continued support from the KREASI Program will further strengthen the implementation of this initiative and enable it to become a good practice that inspires other schools across Nias Utara.

Because when school principals learn from one another, inspiration does not remain within the walls of a discussion forum. It grows into real action that creates more opportunities for children to learn, develop, and build a brighter future.



KREASI Nias Selatan Selenggarakan Pelatihan Pengembangan Profesional Kepala Sekolah

Save the Children, through the KREASI Program, organized the second batch of the School Principal Capacity Building Training from 1 to 4 July 2026 in Teluk Dalam, Nias Selatan District. The training was a continuation of a previous program aimed at strengthening school leadership and improving the quality of literacy and numeracy learning.

The training was attended by seven selected partner school principals. The sessions focused on sustainable leadership development, strengthening academic supervision, and enhancing literacy and numeracy outcomes among primary school students.

The activity was supported by selected local facilitators and formed part of the implementation of the Safe and Supportive School Culture (BSAN) initiative, which will continue through mid-2027. The program aims to strengthen foundational literacy and numeracy learning for primary and preschool children while promoting safe, supportive, and enjoyable learning environments. It also emphasizes the need for interventions targeting school principals through capacity building, academic supervision, and literacy and numeracy training for teachers to create positive learning conditions that help boost students' confidence and achievement.

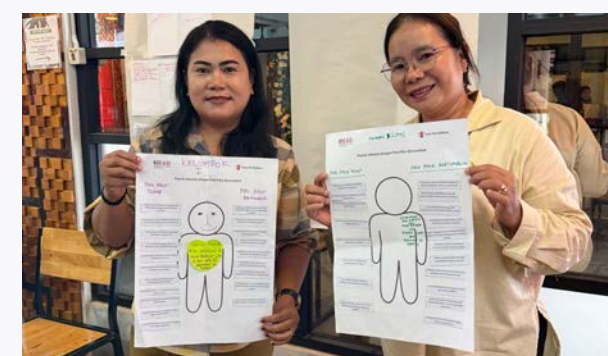
The Government of Nias Selatan District, represented by the Education Office, expressed its full support for the initiative. Aperman Laia, Head of the Primary Education Division of the Nias Selatan District Education Office, officially opened the training and conveyed his appreciation for the KREASI Program. He emphasized that training activities such as this must be accompanied by participants' commitment and awareness to apply what they learn in order to improve the quality of education throughout Nias Selatan District.

On the first day, participants received training on safeguarding, sustainable leadership development, and character and mindset analysis. They explored how improvements in literacy, numeracy, and academic supervision are closely linked to a principal's ability to lead change. Through a series of interactive sessions, participants developed adaptive leadership skills, effective communication techniques, and a growth mindset to better address challenges within their schools. In addition to strengthening technical competencies, the training also enhanced principals' capacity to foster collaboration, encourage innovation in teaching and learning, and engage the entire school community in efforts to improve educational quality.

On the second day, participants continued exploring sustainable leadership through reflection and reinforcement of the previous day's lessons. Discussions focused on the three pillars of leadership legacy: personal values, school culture, and empowerment. Participants reflected on the qualities of effective leaders, including decisiveness, consistency, accountability, and strong communication skills grounded in empowerment principles. As educational leaders, they developed shared commitments as a demonstration of responsibility toward their schools. They also reflected on their long-term aspirations for educational improvement while identifying challenges faced in the field. Furthermore, participants learned the importance of understanding team members' characteristics and applying a growth mindset to foster a positive and productive working culture.

The third day focused on strengthening literacy and numeracy as essential foundations for improving learning outcomes. Participants received training on foundational literacy strategies that support deeper learning. During practical sessions, facilitators and participants conducted simulations of teacher-student interactions using integrated reading approaches through interactive read-aloud modeling. The exercise demonstrated how picture books can effectively increase children's interest in reading. Participants were also encouraged to adapt their instructional strategies to make learning more engaging, enjoyable, and responsive to students' needs.

In addition to literacy, participants learned strategies for creating numeracy-friendly classrooms. Mathematics, which is often perceived as difficult and intimidating, was reintroduced as an enjoyable learning experience through the application of structured contextual learning approaches. At the end of the day, participants reflected on numeracy teaching practices and shared experiences, successes, and challenges from their respective schools.



On the final day, participants took part in a lesson observation planning simulation designed to assess their readiness to set learning targets and develop academic supervision schedules. Participants worked in pairs, taking turns acting as principals and teachers. During the pre-observation discussion simulation, they practiced four key principles: providing transparent context, focusing observations on the learning process, clearly communicating observation objectives, and actively involving teachers throughout the process.

Participants also practiced conducting post-observation discussions by providing reflective and constructive feedback. This approach aims to create a supportive atmosphere in which teachers feel comfortable and encouraged rather than pressured as they strive to improve classroom instruction. By fostering trust and collaboration, academic supervision can become a meaningful tool for professional growth and continuous improvement.

To conclude the training, all participants developed and presented School Action Plans that will be implemented in their respective schools. These action plans represent concrete steps toward applying the knowledge and skills gained during the training and supporting continued improvements in education quality across Nias Selatan District.

Designing the Future of Education in Pesisir Barat Together: KREASI Reflection Forum Activates the Pesisir Barat Education Consortium



Improving the quality of education cannot be achieved by a single institution alone. It requires a platform that brings together diverse stakeholders to listen to one another, develop shared strategies, and take collective responsibility. This spirit was at the heart of the KREASI Reflection Forum: Ratification and Activation of the Education Consortium, held on 1 July 2026.

The KREASI Reflection Forum built upon discussions that had taken place on 25–26 May 2026. During the Education Dialogue and Stakeholder Mapping sessions, stakeholders came together to identify educational challenges in Pesisir Barat, map key actors with strategic roles, and develop an initial vision for how collaboration could address various educational issues across the district.

Building on these earlier discussions, the KREASI Reflection Forum provided an opportunity to transform ideas into concrete action. While previous meetings focused on reaching a shared understanding of the importance of collective action, this forum concentrated on establishing a collaborative structure through the formation of the Education Consortium. As a result, the ideas developed together moved beyond consensus and began to take shape through a formal structure, clearly defined roles, and actionable work plans designed for long-term implementation.

The event brought together 23 representatives from regional government agencies, professional associations, civil society organizations, and other education stakeholders. The forum formed part of KREASI's advocacy efforts to strengthen collaboration and support improvements in the quality of basic education in Pesisir Barat District. Prior to this event, the process had been initiated through the Ecosystem Focus Adjustment Workshop and Stakeholder Mapping sessions, which resulted in a shared understanding of the importance of cross-sector collaboration.

One distinctive feature of this forum was the active role of the local government, not only as a participant but also as the primary facilitator. The entire discussion process was led by Eman Sulaeman, Acting Head of the Governance and Human Development Division of the Pesisir Barat Regional Development Planning Agency (Bapperida). This involvement marked an important step forward, demonstrating a growing sense of ownership by the local government in strengthening the education ecosystem. From the outset, the forum was positioned not merely as a program activity but as a shared platform for shaping the future of education in Pesisir Barat.

Throughout the event, participants discussed a range of educational challenges that continue to affect the district. Topics included limited opportunities for children to continue their education, the need to improve teacher quality, and growing concerns regarding out-of-school children. These discussions highlighted that while each institution brings different experiences and priorities, they all share a common goal: ensuring better educational services for the children of Pesisir Barat.



The discussions then evolved into a collaborative process of developing the Education Consortium's organizational structure and operational mechanisms. Notably, the process was highly participatory. Participants not only proposed agencies and organizations to fill specific roles but also voluntarily expressed their willingness to contribute according to their capacities and areas of expertise. This atmosphere demonstrated that collaboration emerged not from formal assignment but from a shared recognition that every stakeholder has a role to play in improving education quality.



The forum resulted in the establishment of an Education Consortium management structure involving representatives from government institutions, teacher professional organizations, civil society organizations, and educational institutions. Participants also agreed on coordination mechanisms, a collective commitment document, and an initial work plan to guide collaborative efforts over the coming months. In addition, the forum established a schedule for regular meetings and communication channels to ensure ongoing coordination among members.

The establishment of the consortium marks the beginning of a longer journey. Following the forum, consortium members will participate in a series of capacity-strengthening activities designed to enhance their ability to identify, monitor, and advocate for strategic education issues in Pesisir Barat District. These efforts are expected to enable the consortium to perform its role more effectively as a cross-sector collaboration platform capable of driving sustainable change.

Looking ahead, the Education Consortium is expected to serve not only as a coordination mechanism among stakeholders but also as an active participant in strategic district-level forums, including the Regional Development Planning Consultation (Musrenbang). Through this engagement, key education challenges, ranging from improving learning quality to addressing the issue of out-of-school children, can be more closely linked to local planning and policymaking processes. In this way, the collaboration that has been established will continue to grow beyond a shared commitment and evolve into a movement that delivers meaningful and lasting impact for education in Pesisir Barat.



Pesisir Barat District Education Consortium Strengthens Its Role in Regional Development Planning

Building collaboration is an important first step in strengthening the education ecosystem. To ensure that collaboration generates meaningful impact, stakeholders must also have the capacity to advance education priorities through regional development planning processes. This spirit underpinned the 2026 Musrenbang Follow-up Meeting: Strengthening the Education Consortium's Advocacy Strategy in the Regional Planning Cycle, held on 29 July 2026.

The event was part of the ongoing advocacy efforts of the KREASI Program, which began with the Education Dialogue and Stakeholder Mapping Session in May 2026, followed by the KREASI Reflection Forum in early July 2026. While the earlier stages focused on building a shared understanding among stakeholders and establishing the Education Consortium, this meeting concentrated on strengthening consortium members' capacity to develop and advocate for education priorities through formal regional planning mechanisms.

Active participation from the local government and the Ministry of Religious Affairs once again played a key role in supporting the development of the Education Consortium. The learning sessions were facilitated by Eman Sulaeman, Junior Regional Planner at the Pesisir Barat District Regional Development Planning Agency (Bapperida), together with Slamet, Head of the Islamic Education Section at the Pesisir Barat District Office of the Ministry of Religious Affairs. Joined by 26 representatives from regional government agencies, teacher professional organizations, and community-based organizations, the forum provided a valuable learning space for understanding the regional planning cycle and enhancing participants' advocacy skills so that education issues can be effectively promoted through regional planning forums.

A range of education issues were discussed during the meeting, including teacher competency development, strengthening early childhood education services, the use of educational technology, and child protection in school environments. Participants then worked together to formulate advocacy messages that were concise, clear, and relevant, equipping them to communicate education priorities effectively within regional planning discussions.

Through a Musrenbang simulation exercise, participants had the opportunity to practice presenting proposals in a setting that replicated actual regional planning forums. Facilitators emphasized the importance of developing proposals that are realistic, evidence-based, and aligned with local government priorities and authorities, thereby increasing the likelihood that the proposals will be considered and incorporated into development plans.

The activity demonstrated that strengthening the Education Consortium extends beyond establishing an organizational structure and building collective commitment. By improving advocacy capacity, consortium members are expected to become more effective in advancing strategic education issues and ensuring that they are integrated into regional development planning processes. In doing so, the collaboration that has been built can continue to evolve into concrete action that supports more responsive education policies and better addresses the needs of children across Pesisir Barat District.



Preparing Group Facilitators to Strengthen Peer Learning Among School Principals



Eight school principals from KREASI partner schools participated in the Peer Learning Group Facilitator Training for School Principals, held on 17–18 July 2026 in Pesisir Barat District. The activity was part of the KREASI School Principal Capacity Development Program and served as a follow-up to the first phase of training conducted in June 2026. After strengthening the leadership and academic supervision capacities of all participating principals, this training focused on preparing eight selected principals to serve as group facilitators who will support peer learning activities for 22 other partner school principals.

Through peer learning, professional development does not end when formal training is completed. The KREASI Program encourages school principals to continuously discuss, reflect upon, and apply the good practices they have learned through principal learning groups. Within this approach, group facilitators do not act as supervisors or primary trainers. Instead, they serve as peers who help ensure that the learning process remains participatory, collaborative, and focused on addressing real challenges faced in schools.

Over the course of the two-day training, participants explored the concept of peer learning, gained a deeper understanding of the role of group facilitators, and practiced leading discussion sessions through various simulations. A range of learning methods was used, including experience sharing, group discussions, reflection exercises, case studies, and facilitated practice sessions in which participants took turns leading peer learning meetings. This approach allowed every participant to experience both the facilitator role and the learner role they will encounter when supporting their peers.

One of the most memorable sessions took place when participants were invited to share their experiences as school leaders. A variety of stories emerged from the discussions, ranging from efforts to strengthen teacher discipline and commitment to overcoming limited school facilities and creating more conducive learning environments for children. The atmosphere became emotional as several participants struggled to hold back tears while reflecting on their journeys as school principals. The session served as a reminder that behind every school lies a story of dedication and perseverance that often goes unnoticed.



Through these shared experiences, participants realized that many of the challenges they face are remarkably similar. While each principal encounters unique circumstances, they also bring valuable experiences and solutions that can benefit others. This realization reinforced the importance of peer learning as a safe space where school principals can exchange experiences, discuss challenges, and work together to identify solutions to issues affecting their schools.

On the second day, the training focused on practical facilitation skills. Participants were divided into two groups and took turns serving as facilitators. They practiced managing discussions, using mentoring tools, asking reflective questions, and responding to different participant characteristics that they may encounter in future group sessions, including dominant, passive, defensive, or less confident participants. These simulations helped participants visualize real situations they may face when facilitating principal peer learning groups in their respective areas.



The training also equipped participants with strategies to anticipate and address challenges that may arise during implementation. Through reflection and mitigation exercises, the facilitators mapped the characteristics of their future group members, discussed appropriate engagement approaches, and developed strategies to ensure that each peer learning session remains participatory and focused on collaborative problem-solving.

The activity marked an important first step in establishing principal learning groups that can support and strengthen one another. Amid the many challenges of leading schools, principals also need opportunities to share experiences, gain new perspectives, and receive encouragement from peers facing similar situations. Through peer learning, professional growth continues beyond formal training and is sustained through regular meetings that promote the adoption of effective practices across schools.

By strengthening the capacity of group facilitators, the KREASI Program aims to ensure that peer learning can be implemented independently and sustainably across all partner school clusters. Through a growing culture of continuous learning, school principals are expected not only to develop as instructional leaders but also to become part of a supportive professional network committed to advancing student-centered learning in their schools.



From Four Corners of Pesisir Barat: Teachers' Literacy Learning Journey Through KREASI TPD 4

Teaching children to read is not simply about ensuring they can recognize letters and pronounce words. Teachers also need to understand each student's abilities, identify the challenges they face, and provide support that meets their individual learning needs.

This perspective on literacy instruction became a key part of the learning experience for 90 Grade 1–3 teachers who participated in the KREASI Teacher Professional Development (TPD) program from 20–25 July 2026. Over six days, teachers learned and practiced new approaches across four school clusters located in different parts of Pesisir Barat District.

Throughout the training, teachers explored a range of strategies to help them better understand and develop students' literacy skills. Topics included building reading habits and literacy-rich classroom environments, conducting reading assessments, and designing instruction that responds to students' varying abilities through the use of children's storybooks.

These concepts were reinforced through hands-on practice. Teachers took turns role-playing as both teachers and students while conducting reading assessments, mapping reading abilities, developing lesson plans, and participating in simulations followed by peer feedback sessions. This practical approach allowed participants to reflect on how the concepts introduced during the training could be applied in their own classrooms.

Across the four clusters, the training unfolded with different experiences and dynamics.

In Cluster 1, which brought together teachers from Karya Penggawa and Way Krui, reading assessment practice became one of the most engaging learning experiences. Teachers learned to observe reading skills in greater detail, including letter recognition, letter sounds, word-reading accuracy, fluency, intonation, pronunciation, and reading comprehension. The results were then used to map students' reading abilities and determine more appropriate instructional strategies.



For participants, this experience highlighted that students within the same classroom can demonstrate very different reading abilities. As a result, teaching approaches do not always need to be the same for every student. The TPD program also provided opportunities for teachers from different schools to connect with one another. One participant from Cluster 1 noted that the training served not only as a valuable reference for improving teaching practices but also as an opportunity to strengthen relationships with fellow educators from diverse schools and backgrounds.

In Cluster 2, teachers from Pesisir Tengah and Krui Selatan explored literacy instruction through the context of their own students' experiences. One discussion focused on the use of familiar language as a bridge to learning. Teachers examined how students' everyday language can help them understand the meaning of words and texts, particularly when encountering unfamiliar vocabulary. Discussions such as these helped ensure that the training remained grounded in classroom realities rather than theoretical concepts alone.

In Cluster 3 in Ngambur, one participant described the literacy content as easy to understand and delivered in a creative and engaging way. The learning materials and examples were also viewed as highly relevant to teachers' needs and readily applicable in classroom settings. This experience reinforced the importance of providing teachers with opportunities to practice. Rather than simply receiving examples of effective instruction, participants developed learning materials, conducted simulations, and received feedback from facilitators and fellow teachers. For many participants, this hands-on experience helped bridge the gap between what they learned during training and what they could implement in their classrooms.



In Cluster 4 in Pesisir Selatan, learning activities focused heavily on practical classroom simulations. Teachers practiced integrating multiple literacy components into a single lesson, including vocabulary development, reading fluency, phonics, and reading comprehension. Following each simulation, participants and facilitators provided feedback using the 3-2-1 method. In this environment, mistakes and shortcomings were not viewed as something to hide. Instead, they became opportunities for reflection and improvement. The process continued with the development of Teacher Learning Journals and one-month follow-up action plans to support the application of training outcomes in participants' schools.



The six-day training has now concluded, and teachers have returned to their schools carrying new knowledge, skills, and experiences gained throughout the program. They now have new ways of understanding and developing students' reading abilities, along with a range of instructional strategies they are eager to implement. Back in their classrooms, teachers will once again face diverse learning situations and students with varying reading abilities and learning needs.

The classroom will now become a space where teachers can test and adapt what they learned during the training. Through these experiences, they will be able to identify what works well, what needs adjustment, and what areas require further learning. While the training itself has ended, the learning journey of being a teacher continues. This time, it continues alongside their students, who are also learning every day.





Parents and Schools Join Forces as KREASI Tanggamus Promotes a Joyful Transition from Preschool to Primary School

KREASI Tanggamus organized the second phase of its Joyful Transition from Preschool to Primary School Campaign on 15 July 2026. The activity specifically engaged 25 parents of Grade 1 students as part of efforts to create a positive and child-friendly transition into primary education.

The campaign highlighted the important role of parents in supporting children's readiness to learn. Through this initiative, KREASI promotes alignment between parenting practices at home and learning processes at school so that children can experience the transition from preschool to primary school in a safe, comfortable, and enjoyable manner.

The second phase of the campaign focused on strengthening parents' roles in child-rearing and increasing family participation in supporting children's education. To gather direct input from parents, the activity included a Focus Group Discussion (FGD) session.

Through these discussions, participants were encouraged to share their aspirations, experiences, and expectations regarding ideal early childhood education services. The insights gathered provided valuable perspectives on children's needs from the family viewpoint while also helping strengthen collaboration between parents and schools.

Afifah Asna Dewi, Head of the Early Childhood and Community Education Division at the Tanggamus District Education Office, explained that three key areas must be strengthened to build a high-quality early childhood education ecosystem in Tanggamus District.

The first is improving the quality of learning so that it is enjoyable and aligned with children's developmental stages. The second is strengthening parents' roles in caregiving and encouraging their active participation in their children's education. The third is enhancing cross-sector collaboration through partnerships with the Bunda PAUD Working Group, PKK, and various local government agencies to support the development of child-centered policies and programs.

"Cross-sector collaboration is essential for identifying needs, developing support programs, and generating policy recommendations that can have a meaningful impact on improving early childhood education services," she explained.

Suardi, Director of the KREASI Program at LP Ma'arif PBNU, also expressed his appreciation for the campaign. According to him, directly involving parents in the discussion process is an important step toward ensuring that educational programs and policies are more responsive to the needs of children and their families.

"Listening directly to parents' aspirations helps us gain a more comprehensive understanding of children's needs. We hope that the KREASI Program will continue to strengthen collaboration among schools, families, and local government so that children can experience their transition into formal education with joy and adequate support," he said.



Through this initiative, KREASI Tanggamus hopes that more parents will recognize the importance of their role in supporting their children's learning journey. With strong collaboration among families, schools, and local government, every child can begin their primary education with positive, enjoyable learning experiences that support their overall development and well-being.

Colorful Reading Corners: How Ningsih Is Bringing Literacy to Life in the Classroom

A more vibrant learning atmosphere can now be felt in the classroom led by Siti Rukhyati Ningsih, a Grade 3 teacher at an elementary school in Tanggamus District. The transformation began with her determination to increase students' interest in reading after participating in training and mentoring activities through the KREASI Tanggamus Program.

Ningsih realized that the teaching methods she had previously used were largely teacher-centered and often failed to fully engage her students. Lessons typically followed the same routine: the teacher explained the material at the front of the classroom, wrote on the board, and asked students to copy the notes. For young learners who need opportunities for exploration, visual stimulation, and enjoyable learning experiences, this approach often led to boredom and disengagement.



"Classroom interaction used to be very passive. The children's reading skills developed slowly because literacy was still seen as a rigid academic task rather than something enjoyable," Ningsih recalled.

The turning point came when she participated in KREASI's teacher capacity-building program. Through the training, Ningsih gained new insights into child-centered literacy instruction. She learned that creating a comfortable, enjoyable learning environment and incorporating elements of play can help children become more receptive to learning.

According to her, when children feel safe, comfortable, and happy in the classroom, their motivation to learn grows naturally. This sense of well-being provides an important foundation for developing literacy skills.

Armed with this new understanding, Ningsih began making changes in her classroom. One of her first steps was transforming the reading corner into a more attractive and child-friendly space. The area was decorated with bright colors, engaging illustrations, and a collection of storybooks suited to her students' ages and interests. The design was intended to spark curiosity and encourage children to interact more frequently with reading materials.



The changes extended beyond the classroom's physical appearance. Ningsih also adopted a more structured and differentiated approach to literacy instruction based on her students' individual needs. Her teaching incorporates four key components of foundational literacy: phonological awareness, vocabulary, reading fluency, and reading comprehension.

To ensure that every student receives appropriate support, she first conducts an initial assessment to identify each child's literacy level. The assessment helps her determine which students need additional support in phonological awareness, which need vocabulary enrichment, and which are ready to further develop reading fluency and comprehension skills.

Based on the assessment results, students are divided into learning groups. To prevent stigma and help children avoid feeling self-conscious about their reading abilities, each group is given the name of an animal rather than being identified by skill level.



"We use animal names so the children do not feel labeled or compared based on their reading abilities. Instead, they feel happy and proud of their groups. This approach allows me to provide support that is better suited to the needs of each group," Ningsih explained.

Gradually, the approach began producing positive results. The colorful reading corner soon became a favorite gathering place where students could browse storybooks, look at illustrations, and discuss what they were reading with their classmates. Without constant encouragement from their teacher, students began showing a greater interest in reading activities.

Within just a few months of implementation, noticeable changes began to emerge. A classroom that was once relatively passive became more active and interactive. Students participated more enthusiastically in learning activities, while reading was no longer viewed as a tedious assignment.



"Learning is now more relaxed and enjoyable. The children feel much more comfortable in the classroom. What used to be a quiet class has become far more lively. Alhamdulillah, even though we have only been using these methods for a few months, the changes are already visible. The children are no longer reluctant when invited to read," said Ningsih.

Ningsih's experience demonstrates how simple changes within a classroom can have a meaningful impact on children's learning. By creating an environment that is welcoming, engaging, and responsive to students' needs, literacy becomes more than just a learning target. It becomes an enjoyable part of every child's educational experience.



Joyful Preschool-to-Primary School Transition Campaign in Ketapang Builds Awareness and Support for 13 Years of Compulsory Education

Ensuring that children enter primary school feeling safe, confident, and ready to learn is a crucial first step toward their long-term educational success. This principle became the central focus of the Joyful Preschool-to-Primary School Transition Campaign: Building Awareness and Support for 13 Years of Compulsory Education, held at a public primary school in Ketapang on 16 July 2026.

The event was a collaborative initiative between the Ketapang Bunda PAUD Working Group (Pokja Bunda PAUD) and the KREASI Program. The campaign aimed to strengthen the commitment of all stakeholders to creating adaptive, child-friendly learning environments from a child's very first day of school.

In his remarks, Dendi Wijaya Saputra from the Primary and Secondary Education and Non-Formal Education Council of Muhammadiyah emphasized the importance of sustained and meaningful educational interventions, which currently reach seven sub-districts across Ketapang District.

"KREASI focuses on strengthening teachers' capacities and improving foundational literacy and numeracy skills so they can be effectively integrated into classroom learning through appropriate teaching methods," he said.

Lusia Dewi Nurjana Alexander Wilyo, Bunda PAUD of Ketapang District, introduced the TALAM UBI Movement (Transisi Langkah Anak Menyenangkan Menuju SD yang Unggul, Bahagia, dan Inklusif). The locally inspired term was chosen to make the transition program easier for communities to remember and understand.

"Through the TALAM UBI Movement, we want children's transition from preschool to primary school to be smooth and enjoyable. We must prevent psychological barriers and feelings of fear when children enter a new learning environment. Our goal is to create a transition process that is excellent, joyful, and inclusive," Lusia explained.

She also reaffirmed the policy prohibiting the use of reading, writing, and arithmetic tests as admission requirements for primary school. "The main priority at the beginning of the school year is ensuring that children feel comfortable at school. Once they are emotionally ready, learning can take place gradually according to each child's developmental stage," she stated, while also emphasizing the importance of parental support at home.

"Children May Play, but We Must Not Play with Their Education"

Serving as the keynote speaker, education expert Ananto Kusuma Seta highlighted the importance of investing in Early Childhood Education based on the global research of Nobel Prize-winning economist James Heckman. Ananto emphasized that the golden age of childhood is a period when children's brains are exceptionally responsive to everything they see, hear, and experience.

"If we make mistakes in education during these early years, we can never go back and undo them. Children may play, but we must not play with their education. Their future is shaped during these formative years. What we do today is essentially an investment in the nation's future," Ananto explained.



He further stressed that schools should be prepared to accommodate children's diverse backgrounds and needs rather than expecting children to adapt immediately to the school environment.

"It is not the child who must adapt to the school; it is the school that must be ready to welcome every child with all the uniqueness they bring," he said.

Based on the technical discussions conducted during the event, educators were encouraged to apply three key principles in early grade learning: mindful, meaningful, and joyful learning.

From these principles, three important recommendations emerged for teachers:

Emotional Well-being: Children learn more effectively when they feel safe, accepted, and emotionally secure. Building positive relationships between teachers and students is a critical foundation for successful learning.



Interactive Learning Methods: Children should be encouraged to think actively through open-ended questions and engaging learning experiences rather than passively receiving information.

School-Family Collaboration: A successful transition requires consistent two-way collaboration between teachers at school and parents at home.

Ultimately, the success of early childhood education should not be measured by immediate academic achievements such as the ability to read before entering primary school. Rather, true success is reflected in children's confidence, independence, social skills, and intrinsic motivation to learn. Through this Joyful Preschool-to-Primary School Transition Campaign, KREASI hopes that more schools across Ketapang District will adopt inclusive and child-centered educational practices, contributing to the successful implementation of Indonesia's 13-Year Compulsory Education Program.

Jemi's Journey Toward Confident Leadership and a Growth Mindset Culture at School



“As leaders, we do not need to be afraid. What matters most is how we build good communication with teachers and continue developing a growth mindset,” said Jemi.

Taking on the responsibility of serving as an acting school principal at a relatively young age is not an easy task. The challenge becomes even greater when leading a school with a large student population and a wide range of management and educational responsibilities.

This was the situation Jemi faced. Having served as an acting principal for only one month, he found himself navigating various challenges that required strong leadership, effective communication, and sound decision-making. Although he had previously served as vice principal and maintained positive relationships with his colleagues, stepping into the role of the school's highest leader presented a different set of responsibilities.

On one hand, he was responsible for leading senior teachers with years of experience in education. On the other hand, he also needed to support younger teachers and education personnel who were still developing their professional capacities. This situation left him uncertain at times, caught between maintaining existing practices and introducing new approaches to school improvement.

“To be honest, I felt somewhat awkward at first. I was unsure whether I should continue following established practices or start introducing new ideas. Since I had only recently taken on the position and time was limited, I often hesitated when making decisions,” he recalled.



A turning point in Jemi's leadership journey came when he participated in a principal professional development from KREASI Ketapang . Through a series of learning sessions and discussions with fellow school principals, he gained new perspectives on the role of a leader in managing change.

The experience helped him realize that many of his concerns stemmed from misconceptions about leadership. He began to understand that leaders do not need to have all the answers or face challenges alone. Instead, effective leadership is built on open communication, teamwork, and creating opportunities for collaboration in finding solutions.

“I realized that many of my assumptions about leadership needed to change. Through this training, my perspective broadened significantly. I learned that leaders do not need to be afraid. The most important thing is to build good communication,” he said.

One of the lessons that left the strongest impression on Jemi was the concept of a growth mindset. Through this approach, he learned to see challenges as opportunities for growth and to recognize that every individual has the potential to learn and improve continuously.



This understanding changed the way he viewed leadership and team development. Rather than seeing less active or less engaged teachers as a problem, he began to view them as individuals who could be supported, listened to, and empowered to grow alongside the rest of the school community.

Armed with these new insights, Jemi is determined to begin his leadership journey by strengthening communication and building a shared vision among all school staff. He plans to organize meetings with teachers to develop a common understanding of the school's goals and foster a more collaborative working culture.

Jemi's story demonstrates that leadership is not only about giving direction. It is also about having the courage to keep learning, reflecting, and growing alongside others. The uncertainty that marked his first steps as a school leader has gradually been replaced by confidence and optimism. He now believes that meaningful change begins with effective communication, a willingness to learn, and the courage to view every challenge as an opportunity for growth.



Mirna's Classroom Transformation: From a Dusty Room to a Model Learning Space

If we want to change children's learning environment, we have to start with ourselves. From recycled cardboard to wall paint, what matters most is creating a warm space where children feel comfortable growing and learning," said Mirna.

Serving as an early grade teacher for many years has not been without challenges, especially in a school with limited learning resources and facilities. This was the reality Mirna faced in her classroom. Before the KREASI Ketapang Program was introduced, the classroom she taught in had faded yellow walls and dusty cement floors. Teaching practices were also largely confined to traditional methods, relying on reading textbooks aloud in front of a blackboard, an approach that often struggled to capture students' attention. The school's Education Report Card indicators, which remained in the yellow category, highlighted the urgent need to strengthen literacy outcomes.

The series of trainings provided through the KREASI Program became a significant turning point in Mirna's teaching journey. Limited materials for classroom activities did not diminish her enthusiasm. Whenever resources ran out, she took the initiative to print pictures of animals and use discarded cardboard to create word-segmenting activities and letter-guessing games. She even transformed used paint containers decorated with astronaut images into interactive number maze learning tools.



"To be honest, I'm not very creative when it comes to drawing freehand. But when we ran out of materials, I asked for pictures to be printed, traced them, and attached them to recycled cardboard. Even the trainers were surprised and asked, 'How did you come up with that idea?' I simply kept thinking about how to make learning materials available for the children," Mirna recalled.

Her efforts did not stop with developing teaching materials. Mirna wanted to transform the entire learning environment. She independently set aside part of the transportation allowance she received from KREASI training activities to purchase white paint, paper, and string. With support from her husband, who helped repaint the classroom walls, and a relative who contributed educational murals, the once dusty classroom was completely revitalized. An interactive reading corner was also created, featuring lanterns, hanging decorations made by students, and a variety of engaging reading materials.



"I saved part of the transportation allowance from KREASI activities to buy white paint. Our classroom walls used to be yellow, so we painted them white first to make the artwork stand out better. My husband painted the walls, and a relative who is good at painting helped create the murals. This classroom is truly the result of collective effort," she explained.

The physical transformation of the classroom was matched by changes in Mirna's teaching practices. She began combining interactive digital content with storytelling in the children's Mother Tongue, helping students understand lessons more easily. The reading corner quickly became a favorite place for students, who were eager to spend time there even during breaks. For children who struggled with reading or came from vulnerable family backgrounds, Mirna adopted a personalized one-on-one approach rooted in empathy rather than punishment. As a result, students who initially could not recognize letters began reading and decoding words fluently within just a few months.

"Children today want to be appreciated and given attention. When a child misbehaves or falls behind, we cannot simply scold them in front of everyone. I invite them to talk privately, and I support them as if they were my own children. Now, instead of fighting, they proudly come to me every morning and say, 'Teacher, I've already read two books today!'" Mirna said with a smile.



The transformation of Mirna's classroom did not happen in isolation. As other teachers observed the vibrant learning environment she had created, the school designated her classroom as a model classroom. Inspiration spread naturally throughout the school. Teachers from other grades began visiting her classroom to exchange ideas, learn how to create reading corners, and seek guidance on decorating and improving their own learning spaces.

"Thankfully, many of my fellow teachers have started following similar approaches. When they say they do not know how to make learning materials, I help them print resources. I tell them, 'If you do not have a laminating machine, just use tape to make the materials last longer,'" she added.

By the end of the first year of the KREASI Program, these efforts produced remarkable results. The school's Education Report Card indicators officially improved from the yellow category to the green category. Mirna's journey demonstrates that meaningful educational transformation often begins with simple acts of dedication, creativity, and persistence within a single classroom. What started as one teacher's determination to create a better learning environment ultimately sparked broader change across the entire school community.



KREASI Kayong Utara Strengthens Collaboration to Create Safe and Supportive Schools

Creating schools that are safe, supportive, inclusive, and child-friendly requires more than the existence of policies and regulations. It demands strong commitment and collective action to ensure that these policies are effectively implemented in everyday school life. This spirit formed the foundation of the Workshop on Preparing the Establishment of the Safe and Supportive School Culture Working Group (BSAN Working Group) in Kayong Utara District, held on 7 July 2026.

During the event, Kayong Utara District Head Romi Wijaya emphasized that building a positive and supportive educational ecosystem requires the active involvement of all stakeholders. He expressed hope that the establishment of the BSAN Working Group would strengthen the commitment of various institutions and partners to creating schools and madrasahs that are safe, comfortable, inclusive, and child-friendly, thereby supporting the healthy growth and development of students.



Rezky Farnanda, Project Manager of KREASI Kayong Utara, explained that the BSAN Working Group is expected to serve as a collaborative platform that strengthens coordination in preventing and addressing issues within the education sector. The need for such a platform stems from several ongoing challenges, including policies that have not yet been fully translated into practice, differing perceptions regarding the boundaries between discipline and violence, uneven teacher capacity, limited parental engagement, and coordination among local government agencies that is not yet fully integrated.

To address these challenges, the preparation process for establishing the BSAN Working Group focused on three key priorities: building a shared understanding of relevant policies and regulations, identifying potential vulnerabilities within education institutions, and strengthening collective commitment among schools, students, parents, and school committees.

Through these efforts, the BSAN Working Group is expected to become more than an administrative mechanism. Instead, it is envisioned as an integral part of a broader system that ensures every child can learn in an environment that is safe, supportive, and conducive to their development and well-being.



The workshop discussions focused on translating policy commitments into concrete actions. Referring to the Minister of Primary and Secondary Education Regulation No. 6 of 2026 on Safe and Comfortable School Culture, participants examined four key areas: the fulfillment of spiritual needs, physical protection, psychological well-being and sociocultural safety, as well as digital citizenship and online safety. The forum also encouraged the development of an action plan that clearly defines the roles and responsibilities of each stakeholder in fostering a safe and supportive learning environment.



When Facilitators Learn to Listen



Suharyo initially felt concerned when he joined the Professional Development Training for Peer Learning Group Facilitators held by KREASI Kayong Utara. He had never participated in a training program that used this type of approach. However, those concerns gradually faded as he realized that being a facilitator does not mean being the person who talks the most.

“At first, I was worried because I had never attended a training like this before. But after the first day, I realized that a facilitator’s strength does not lie in delivering or dictating content. Instead, it lies in the ability to listen and draw out the experiences of fellow educators,” said Suharyo.

This experience was part of a training process designed by the KREASI Kayong Utara Program to strengthen the role of Group Facilitators (Faskel) in Peer Learning activities. Participants not only learned about the roles and competencies required of facilitators but also gained an understanding of the Peer Learning process within the KREASI Program, including the responsibilities that need to be carried out before, during, and after each learning session.

Their understanding was then put into practice through discussions, reflections, and simulations. Participants practiced leading discussions, managing group dynamics, responding to diverse participant characteristics, and developing follow-up action plans. Through these activities, facilitators were prepared not merely to run learning sessions but to create learning spaces where teachers and school principals can share experiences, reflect on their practices, and discover solutions through their own professional experiences.

Ultimately, the training conveyed a simple but powerful message: a good facilitator is not necessarily the center of the learning process. Instead, an effective facilitator enables others to learn from their own experiences and insights. This is the key competency that participants are expected to bring with them as they support Peer Learning activities in their schools.





Halmaheara Utara Adopts a Literacy and Numeracy Roadmap with Support from KREASI

The Government of Halmaheara Utara District has strengthened its commitment to improving the quality of education through the issuance of District Head Regulation No. 38 of 2026 on the Literacy and Numeracy Roadmap. This policy marks an important milestone in the district's efforts to develop high-quality human resources through systematic and sustainable improvements in literacy, numeracy, and character education.

The Literacy and Numeracy Roadmap was developed through collaboration among various stakeholders and the KREASI Program. The document serves as both a policy framework and a strategic guide for the district government and development partners in designing and implementing education programs throughout the 2026–2030 period.

Through this roadmap, the district government has established a number of priorities and strategies that serve as a common reference for all stakeholders within the education ecosystem. In addition to outlining policy directions and development targets, the roadmap also clarifies the roles and responsibilities of each stakeholder in supporting efforts to improve education quality across Halmaheara Utara.

Kasman Hi. Ahmad, Vice District Head of Halmaheara Utara, emphasized that the roadmap provides a clear direction for all stakeholders to work together toward meaningful change.

“Strategic interventions for students, as well as for education systems and institutions, have been clearly defined, including the roles and responsibilities of each stakeholder. The question now is whether we are ready to follow this path of change. This roadmap serves as a guide toward regional progress. Regions with strong human resources always begin with improvements in literacy, numeracy, and character education,” he said.

The implementation of the KREASI Program in Halmaheara Utara has now entered its second year. As the implementing partner, World Vision Indonesia (WVI) is supporting 44 primary schools and madrasahs across seven sub-districts as part of efforts to strengthen learning quality and improve education governance.

In its second year, the KREASI Program continues to expand collaboration by engaging stakeholders across the education ecosystem. At the school level, the program involves school principals and teachers. At the cluster level, collaboration takes place through Teacher Working Groups (Kelompok Kerja Guru or KKG), School Principal Working Groups (Kelompok Kerja Kepala Sekolah or KKKs), and Madrasah Principal Working Groups.

At the district level, the collaboration involves a range of government agencies and strategic institutions, including the Regional Development Planning Agency (Bappeda), the Education and Culture Office, the Ministry of Religious Affairs Office, the Women's Empowerment, Child Protection and Family Planning Office (DP3AKB), as well as other relevant local government agencies that contribute to improving education quality.



Through the Literacy and Numeracy Roadmap, the Government of Halmaheara Utara District hopes that all stakeholders will move in the same direction to create sustainable change. With strong collaboration, shared commitment, and well-coordinated implementation, efforts to strengthen literacy and numeracy are expected to nurture a generation of Halmaheara Utara children who are resilient, productive, responsible, and well-prepared for future challenges.



Through the BSAN Campaign, KREASI Morotai Brings Schools Closer to Children's Needs

What makes children feel safe and comfortable at school? The answer is not always the same. For this reason, building a Safe and Comfortable School Culture (BSAN) must begin with understanding the unique context of each school and listening to children's voices.

This understanding formed a key part of the training provided by KREASI Morotai to School Child Protection Teams (PAS Teams) from partner schools in Southwest Morotai Sub-district from 22–25 June 2026. As teams responsible for promoting the implementation of BSAN in their respective schools, PAS Team members were equipped with practical knowledge and skills that could be applied directly in the school environment.

The BSAN Campaign became one of the follow-up activities resulting from the training. Before developing their campaigns, each PAS Team held discussions with children in their schools to understand what students considered important in their learning environment. The findings from these discussions were then used to determine the theme and focus of each school's campaign.

Because the campaigns were developed based on the specific conditions and discussions within each school, the topics varied significantly. Each PAS Team designed and implemented its own campaign, with children actively involved throughout the process.

The BSAN Campaigns were conducted from 27–29 July 2026 across eight schools in Southwest Morotai Sub-district. In addition to students, the activities involved PAS Team members, school principals, parents, village government representatives, and officials from the Ministry of Religious Affairs, the Education and Culture Office, the Population and Civil Registration Office (Dukcapil), and the Office of Social Affairs, Women's Empowerment, and Child Protection (Dinsos PPPA).

The involvement of multiple stakeholders created opportunities for schools and adults within the community to better understand the challenges children face from a variety of perspectives. For schools, the process also served as an opportunity to reflect on existing efforts and identify areas that still require improvement.

At one school, for example, discussions with students highlighted bullying as a major concern. Fahima, the school principal, viewed the campaign as an opportunity for both teachers and students to deepen their understanding of bullying prevention.

"Our campaign focused on bullying. Through this campaign, we gained a better understanding of how to prevent bullying. It was valuable for me, the teachers, and the students because everyone learned what actions can help prevent bullying at school and what behaviors should be avoided," said Fahima.



In addition to engaging children through discussions, attention to their needs was also reflected in a birth certificate data collection process conducted before the campaign. Each school identified students who did not yet possess birth certificates in order to determine which children required further support.

A birth certificate is an essential element of a child's legal identity and an important document in fulfilling children's rights as citizens. Therefore, the needs identified through this data collection process did not end with simple documentation.

KREASI Morotai collaborated with the Population and Civil Registration Office (Dukcapil) to follow up on cases involving children who did not yet have birth certificates. This collaboration connected needs identified at the school level with the government institution authorized to issue legal identity documents for children.

For KREASI Morotai, the BSAN Campaign provided an opportunity for PAS Teams to apply the knowledge gained during training while encouraging more stakeholders to become involved in creating safe and supportive environments for children. The process began by listening to children, identifying issues that were relevant to each school, and following up on the needs that emerged through collaboration with relevant institutions.

Through this approach, BSAN goes beyond being a concept understood by PAS Teams. Instead, it becomes a practical part of school life, implemented through concrete actions that are informed by and responsive to children's needs.

Kemenag Morotai Reflects on the Impact of KREASI on Madrasah

When the KREASI Program was first introduced in Pulau Morotai, Mukmin Ali, Head of the Islamic Education Section (Kasi Pendis) at the Ministry of Religious Affairs Office of Pulau Morotai District, admitted that he did not fully understand the program's direction. As an official responsible for supporting and overseeing madrasahs in the district, he initially questioned the purpose and foundation of the various activities being introduced to schools.

"At first, I wondered what this program was really about. I was unsure of its direction and questioned the basis for its implementation," Mukmin recalled.

However, as he became more involved in KREASI activities and mentoring processes, his doubts gradually turned into confidence. Through a deeper understanding of the program, Mukmin came to see that KREASI is firmly grounded in government regulations and aligned with national education policies.



"It turned out that the program is based on government regulations, laws, and ministerial policies. Once I became involved, I realized that its focus is on education and child protection," he said.

For Mukmin, this alignment is particularly important because KREASI's objectives support the Ministry of Religious Affairs' efforts to develop child-friendly madrasahs that promote students' holistic growth and development. Through various training and mentoring activities, teachers and school leaders have gained a stronger understanding of how to prevent and respond to issues affecting children.

According to Mukmin, before receiving support from KREASI, many schools handled student-related issues in relatively simple ways without having clear procedures in place. One common example was verbal bullying among students, which was often addressed only through counseling without a more comprehensive prevention and response system.

"In madrasahs, there are sometimes cases where students tease one another verbally. We used to address those situations mainly through counseling. At that time, there was no clear framework for preventing or handling such cases. After receiving support from KREASI, teachers gained a much better understanding of the steps that need to be taken," he explained.

As the program progressed, Mukmin observed increasingly visible changes within madrasahs. Schools began developing clearer mechanisms for creating safe and supportive learning environments for students. The approaches adopted by schools also continued to evolve in line with government policies, ensuring that they remained relevant to the needs of both students and educators.

In his role as Kasi Pendis, Mukmin regularly visits madrasahs and coordinates with principals and teachers. Through these interactions, he has witnessed firsthand how KREASI has influenced not only child protection efforts but also classroom learning practices.

"I regularly visit schools and coordinate with principals and teachers. They often talk about KREASI and the changes it has brought. There are students who need more time to understand lessons, and KREASI has helped address that challenge," he said.

According to Mukmin, one of the most significant changes has been the renewed enthusiasm among teachers to continue learning and improving their professional practice.

"The most important change is the teachers' spirit and motivation. Capacity development in madrasahs has improved significantly, from lesson planning to teaching methods. The program's objectives and targets are being achieved," he said.

The impact of these improvements extends beyond daily classroom activities. Mukmin noted that positive changes have also become evident through achievements at the provincial level. He pointed to the participation of madrasahs from Pulau Morotai in the Madrasah Literacy Movement (GALATAMA) organized by the Regional Office of the Ministry of Religious Affairs of North Maluku Province.

During GALATAMA 2025, madrasahs from Pulau Morotai began demonstrating stronger performance. According to Mukmin, teachers applied teaching methods introduced through KREASI mentoring to help students understand learning materials more effectively.

"Madrasahs had been receiving support from KREASI since early 2025, so teachers had already learned strategies to help students grasp lessons more quickly. The same methods were applied in preparing students for competitions. I asked where those methods came from, and the teachers said they had learned them from the KREASI team," he explained.

The progress continued during GALATAMA 2026. According to Mukmin, the achievements of madrasahs from Pulau Morotai surpassed those of the previous year.

"This year was even more impressive than last year. Madrasahs from Morotai won more awards than before. The biggest factor behind their success at the provincial level was the teaching methods used by the teachers. Those methods had a significant impact on students' performance and achievements," he said.

For Mukmin, the impact of KREASI goes far beyond improvements in learning quality and student achievement. He has also seen how the program strengthens cross-sector collaboration to support the fulfillment of children's rights.

According to him, KREASI has supported various government efforts, ranging from improving education quality to addressing issues related to birth registration and out-of-school children.

"KREASI collaborates closely with the government to improve education quality, including addressing issues such as birth certificates and children who have dropped out of school. This program is far more than a formality. We have felt the benefits of its implementation, especially through its field-based activities," Mukmin said.

Ultimately, for Mukmin, the success of KREASI cannot be measured solely by the number of awards won by students. More importantly, it is reflected in the renewed motivation of teachers to continue learning, the strengthening of child protection systems within schools, and the growing collaboration between madrasahs, government institutions, and other stakeholders. These are the meaningful changes he has witnessed since the KREASI Program began its work in Pulau Morotai.

A New Way for Dahrina to Support Children's Learning

Within a classroom, not all children learn at the same pace or in the same way. Dahrina, a Grade 2 teacher at one of KREASI's partner schools, came to realize this more clearly after participating in training sessions and receiving ongoing support through the KREASI Program.

Before joining the training, Dahrina did not use assessments to understand her students' learning abilities. When she wanted to find out whether a child could recognize letters, she would simply ask them directly.

"Before the KREASI training, I didn't know how to conduct assessments. When children started school, I would simply ask if they already knew the letters," Dahrina recalled.

Through the KREASI training, Dahrina learned how to use assessments to better understand each child's learning needs. The assessment results provided a clearer picture of her students' abilities and learning levels. Based on this information, she began grouping students according to their skills and providing support that matched their individual needs.

In addition to learning about assessments, Dahrina also transformed the way she teaches. Before participating in the training, classroom activities tended to follow a predictable routine. After the morning prayer, students would usually submit their homework and begin writing activities, while literacy activities were not yet part of the daily learning process.



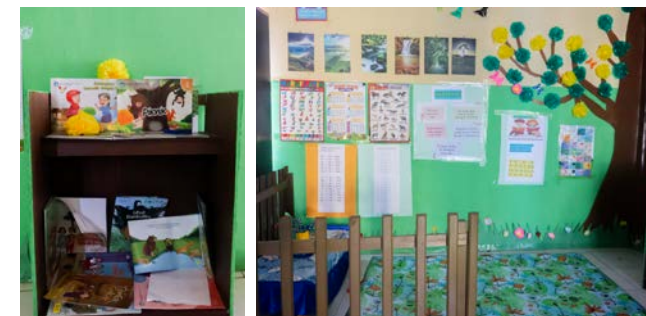
"Before the training, we would enter the classroom and immediately start writing. There were no literacy activities such as five to ten minutes of reading at the beginning of the lesson. Looking back, the learning process felt quite monotonous," she said.

After joining the KREASI program, Dahrina also changed the way she prepared students for learning. She now takes time to encourage her students, ask how they are doing, and provide dedicated time for literacy activities before lessons begin. She has also come to understand the importance of using learning materials and teaching aids. While she previously relied heavily on textbooks, she now incorporates tools such as letter cards to support instruction.

"My perspective has changed. I realized that teaching should involve learning materials that help children stay focused. I need to be creative so that students can understand lessons more quickly," Dahrina explained.

When teaching literacy, Dahrina now follows a more structured approach. She introduces sounds, letters, and syllables before moving on to reading comprehension and more complex learning tasks.

"Through the training, I learned that literacy should be taught step by step. Children need to first become familiar with sounds, then letters, then syllables, before moving on to understanding texts. This has made my teaching much more purposeful," she said.



Her growing understanding of children's needs has also changed the way she views the learning environment. Although a reading corner had already existed in her classroom, she had never fully utilized it as a tool to support literacy development.

"Our school had already created a reading corner, but at the time we didn't really understand its purpose. I thought it was simply classroom decoration. After participating in the training, I learned how to maximize the reading corner to support children's literacy development. Now I have added alphabet displays, uppercase and lowercase letters, and vocabulary posters that students can refer to while learning in the reading corner," Dahrina explained.

What was once simply a table with a few books has now become a vibrant literacy space filled with educational displays and learning materials. According to Dahrina, students have become much more enthusiastic about reading and learning since she improved the reading corner and changed her teaching approach.

The changes are also evident in how she manages her classroom. Previously, when students became distracted or inattentive, Dahrina primarily relied on verbal reminders. Today, she uses classroom agreements that were developed together with her students as a shared reference for behavior and expectations.



When she is working with one group and another group begins to make noise, she simply reminds them about the classroom agreements. The students then reflect on the commitments they made together and adjust their behavior accordingly.

"I emphasize that our classroom agreement is a promise, and promises should not be broken. It is also a way of helping build their character," said Dahrina.

The many lessons Dahrina gained through the KREASI training have gradually become part of her daily classroom practice. These changes have given her more effective ways to understand her students' needs and adapt learning activities to match their abilities. As a result, the classroom experience has become more engaging, inclusive, and responsive to every child's learning journey.





Kolaborasi untuk Edukasi
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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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