

August 2026

Jejak KREASI



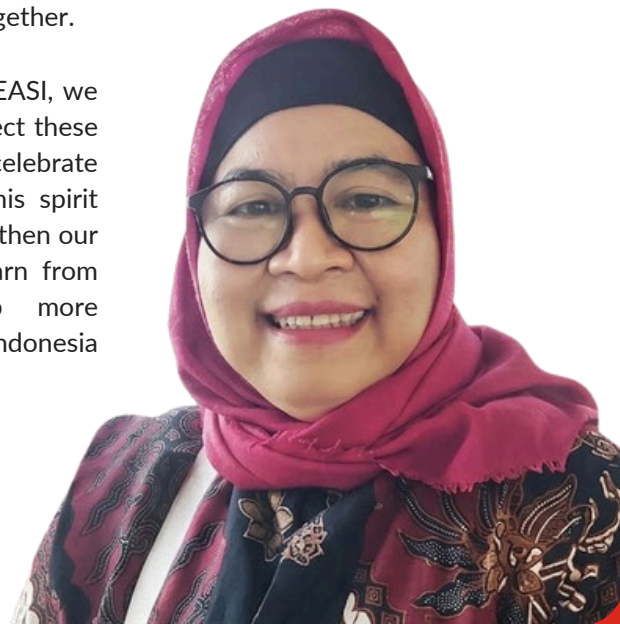
Because Education is a Shared Responsibility

The spirit of independence reminds us that a nation's progress is built on collective effort and determination. The same is true for education. Ensuring that every child has the opportunity to learn and grow requires a shared commitment, strong partnerships, and people working together toward a common goal. No single institution can achieve this alone.

As KREASI continues its work, we would like to express our sincere appreciation to the Ministry of Primary and Secondary Education (Kemendikdasmen) for its leadership and continued support, and to our Local Implementing Partners for their dedication and close collaboration with schools and communities. We also value our partnership with the Australian Department of Foreign Affairs and Trade (DFAT) through the INOVASI programme, whose collaboration contributes to our shared efforts to improve education quality. Each partner brings valuable experience, knowledge, and commitment, reminding us that meaningful progress is made possible when we work together.

In this August edition of Jejak KREASI, we share stories and lessons that reflect these collective efforts. As we celebrate Indonesia's independence, may this spirit of collaboration continue to strengthen our partnerships, encourage us to learn from one another, and open up more opportunities for every child in Indonesia to access quality education.

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



KREASI Chief of Party

Alifah Sri Lestari

KREASI Director of External Relations

Imelda T. Usnadibrata

Editor in Chief

Laras Sabila Putri

Managing Editor

Andika Ramadhan

Contributors

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

Designer & Layout

Uli Afrilia

Address

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

Local Implementing Partners:





TABLE OF CONTENTS

PROGRAM UPDATE HIGHLIGHTS

Save the Children Indonesia Apresiasi Mendikdasmen dan MPL KREASI	5
KREASI Belajar Praktik Literasi Inklusif dari Program INOVASI di Cirebon	7
NIAS UTARA	
KREASI Nias Utara bersama Pemerintah Daerah Perkuat Budaya Sekolah Aman dan Nyaman	9
Memperluas Kesempatan Belajar Anak, KREASI Nias Utara Dukung Wajib Belajar 1 Tahun Prasekolah	11
Belajar, Mencoba, dan Berefleksi: Upaya Guru Memperkuat Literasi di Nias Utara	13

NIAS SELATAN

Sambut Baik Program KREASI, Pj. Sekda Nias Selatan Dukung Sekolah Aman dan Nyaman	17
---	----

PESISIR BARAT

Menguatkan Tim Perlindungan Anak Sekolah: Langkah Sekolah untuk Menciptakan Budaya Sekolah Aman dan Nyaman di Pesisir Barat	20
Mengawal Dukungan Pendidikan melalui Konsorsium Pendidikan Pesisir Barat	23

TANGGAMUS

KREASI Tanggamus Konsolidasi dan Perkuat Kapasitas untuk Pembentukan Pokja BSAN	27
KREASI Tanggamus Lakukan Pemantauan Program: Pastikan Kualitas Implementasi	29

KETAPANG

Mengubah Cara Mengajar, Menghidupkan Ruang Kelas	31
Ruang Kelas Aman Asap: Menjaga Keberlanjutan Belajar dan Literasi Anak Ketapang	33
Ketika Membaca Bukan Lagi Ketakutan, Melainkan Petualangan	35

KAYONG UTARA

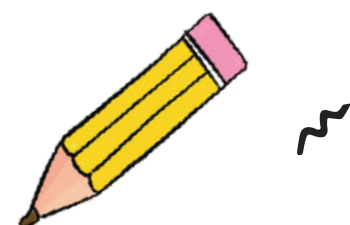
KREASI Kayong Utara Gelar Pelatihan BSAN di Simpang Hilir dan Teluk Batang	37
KREASI Kayong Utara Gelar Pelatihan Klub Bermain Literasi	38

HALMAHERA UTARA

KREASI Halmahera Utara Laksanakan Rapat Koordinasi dan Penguatan Kapasitas Pokja BSAN	39
KREASI Perkuat Komunitas Belajar Internal dan Komunitas Belajar di Halmahera Utara	40
KREASI Halmahera Utara Lakukan Pelatihan Fasilitator Klub Bermain Literasi	41
Lokakarya Analisis Rencana Kerja Terkait Pengembangan Keprofesian Berkelanjutan	42

PULAU MOROTAI

Memetakan Literasi dan Numerasi untuk Penguatan Pembelajaran di Morotai	43
Cerita Kepala Sekolah Mengubah Cara Supervisi hingga Mendorong Perubahan di Kelas	45
Melanjutkan Praktik Baik KREASI bagi Para Calon Guru	47





Save the Children Indonesia Appreciates Mendikdasmen and KREASI Local Implementing Partners

Save the Children Indonesia expressed its appreciation to the Minister of Primary and Secondary Education (Mendikdasmen), Abdul Mu'ti, for his commitment and strategic collaboration in advancing children's rights and protection, particularly in the field of education.

The appreciation was conveyed on 13 August 2026, during the Festival Pahlawan Anak organized by Save the Children Indonesia. The event served as a platform for children to directly share their ideas, aspirations, and hopes with key stakeholders.



Appreciation was also extended to the six local implementing partners (LIPs) of the KREASI Program, namely Majelis Dikdasmen dan PNF PP Muhammadiyah, LP Ma'arif NU, Article 33 Indonesia, Yayasan Guru Belajar, Wahana Visi Indonesia, and Stimulant Institute, for their collaboration with Save the Children in improving the quality of education.



During the festival, 14 children from the Nona Hebat program voiced several issues closely related to their daily lives directly to Minister Abdul Mu'ti. Their concerns included bullying prevention, protection from violence and sexual abuse, and the importance of creating safe and comfortable school culture.



Responding to the children's aspirations, Minister Mu'ti stated that their vision of schools as safe and comfortable places aligns with the programs of the Ministry of Primary and Secondary Education (Kemendikdasmen). One of the ministry's key priorities is fostering a school culture that supports children's learning and development.



"Many of the ideas presented about how schools can become places where children feel safe and comfortable to learn are very inspiring. These ideas are also in line with the programs we have already implemented to build a safe and supportive school culture," said Minister Mu'ti.

A safe and supportive school culture is being developed through a human-centered, inclusive, and participatory approach that involves various stakeholders, including Save the Children Indonesia.

Partnerships with Save the Children Indonesia and other organizations are considered essential to strengthening an education ecosystem that prioritizes the best interests of children.

Meanwhile, Dewi Soeharto, Chair of the Board of Trustees of Save the Children Indonesia Foundation, emphasized that safe spaces allow children to be themselves without fear of being judged, belittled, or harmed. According to her, creating such spaces is the responsibility of adults.



"The first and most important step is to listen to children. Listening does not only mean using our ears, but also engaging our hearts and minds," said Dewi.

She expressed hope that the Children's Heroes Festival would encourage more stakeholders to provide platforms for children's voices and translate their aspirations into concrete actions. The collaboration between Save the Children Indonesia and the Ministry of Primary and Secondary Education is expected to further strengthen joint efforts to create educational environments that are safe, supportive, inclusive, and centered on children's rights.





KREASI Explores Inclusive Literacy Practices with INOVASI in Cirebon

On 11 August 2026, the KREASI Programme conducted a cross-learning visit to INOVASI Programme-supported schools in Cirebon District, West Java. INOVASI is a partnership between the Governments of Indonesia and Australia, supported through Australia's Department of Foreign Affairs and Trade (DFAT). The visit aimed to explore the use of accommodated literacy assessments and inclusive teaching practices that help teachers better understand each child's learning needs.

At MIN 1 Cirebon District and SDN 1 Japura Kidul, the KREASI team observed various practices aimed at improving children's literacy skills. These included the use of accommodated literacy assessment tools, inclusive reading corners, literacy-rich classrooms, and learning materials adapted to students' needs. These approaches help teachers provide more appropriate learning support for children with different reading abilities.



The visit continued with a discussion involving the INOVASI Programme and Cirebon's education stakeholders, including local government representatives, universities, literacy communities, and organisations of persons with disabilities. KREASI also shared its experience in implementing the Catch-Up Club (CuC), a play-based learning approach designed to strengthen children's foundational literacy and numeracy skills. Through this exchange, KREASI and INOVASI shared experiences and lessons learned to support more inclusive and higher-quality basic education in Indonesia.





KREASI and Local Government Strengthen Safe and Supportive School Environments in North Nias

KREASI Program in North Nias and the North Nias District Government discussed efforts to strengthen the Safe and Supportive School Environment Working Group (Kelompok Kerja Budaya Sekolah Aman dan Nyaman, or Pokja BSAN) during a meeting at the North Nias Regional Secretary's Office on 27 August 2026. The meeting aimed to strengthen cross-sector coordination in creating safe and supportive learning environments, including mechanisms for child protection and responding to violence in schools.

During the meeting, KREASI presented plans for a capacity-building workshop for Pokja BSAN members, scheduled for 31 August–1 September 2026. The workshop aimed to strengthen members' understanding of their roles and responsibilities, case management and referral mechanisms, and joint action planning. Previously, KREASI had supported capacity-building activities on safe and supportive school environments in 36 partner schools, involving three representatives from each school. These schools had also begun establishing response teams and developing standard operating procedures (SOPs) to strengthen child protection.

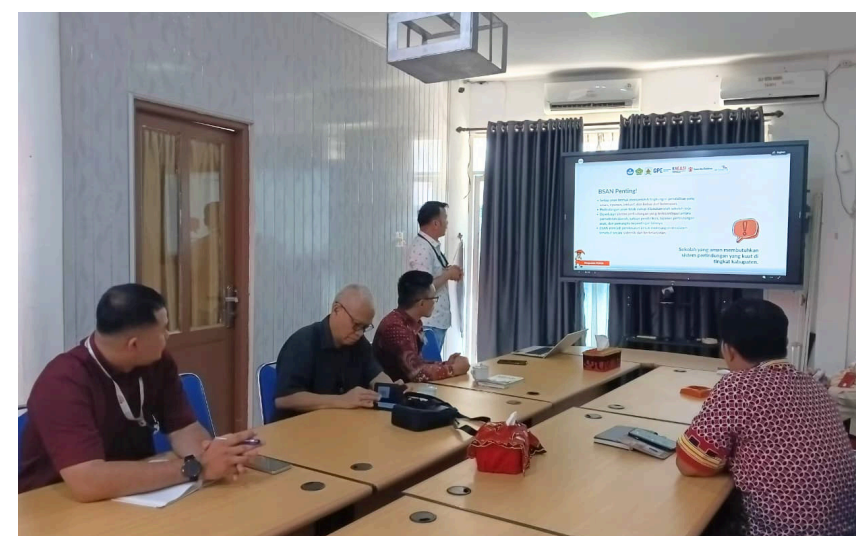
"Schools cannot create safe environments on their own. It requires committed local governments, active working groups, connected services, competent personnel, and clear case management and referral systems," said Hasan, KREASI's BSAN Officer.

Hasan explained that the working group's existing mechanisms also need to be aligned with the Ministry of Primary and Secondary Education Regulation No. 6 of 2026. Marison Zalukhu, Secretary of the North Nias District Education Office, also emphasised the importance of reviewing the working group's official decree to ensure alignment with the latest policy. He noted that strengthening the working group goes beyond establishing its structure; it also requires ensuring that members understand their responsibilities and can collaborate effectively across sectors.

The North Nias Regional Secretary welcomed KREASI's support and reaffirmed the local government's commitment to strengthening Pokja BSAN.

"What matters most is not simply establishing a working group, but building a system that functions effectively, including developing SOPs and ensuring the working group can fulfil its role to its full potential," he said.

As a follow-up, the North Nias District Education Office will coordinate with relevant stakeholders to review the working group's membership and operational framework, while facilitating members' participation in the upcoming capacity-building workshop. Through this collaboration, KREASI and the North Nias District Government aim to strengthen sustainable child protection systems, ensuring that every child can learn in a safe, supportive environment free from violence.





Expanding Learning Opportunities for Children, KREASI Nias Utara Supports One Year of Compulsory Preschool Education

Access to education from an early age is an important foundation for children's growth and development. To support this, the KREASI Program in Nias Utara continues to strengthen the understanding and support of parents, educators, and the district government for the One Year of Compulsory Preschool Education policy. This effort was carried out through a series of activities titled "Building Public Awareness and Support for the National Early Childhood Education Policy," held on 18, 19, and 21 August 2026 in Nias Utara District, Sumatra Utara.

Over the three days, the activities engaged parents, educators, and education stakeholders in discussions tailored to their respective roles. The discussions covered the importance of early childhood education, a positive and enjoyable transition from early childhood education (PAUD) to primary school, and the district's readiness to support the One Year of Compulsory Preschool Education policy as part of the 13-Year Compulsory Education Program.

On the first day, the activities involved parents of PAUD students in discussions about the role of families in supporting children's education from an early age. Parents were encouraged to understand that PAUD is not merely a place where children learn to read, write, and count, but also a space for them to play, ask questions, explore, and develop their social and emotional skills.

Nias Utara Bunda PAUD (Early Childhood Education Ambassador), Arismanwati Zendrato, emphasized the importance of parental support in providing children with opportunities to learn, grow, and pursue their aspirations. Attention, affection, and appreciation for every stage of a child's development are essential to creating positive learning experiences from an early age.

The Head of the Nias Utara District Office of the Ministry of Religious Affairs also highlighted that the family is a child's first learning environment. Therefore, the involvement of parents and communities should go hand in hand with the development of character, moral, and spiritual values in a fair and inclusive manner.

On the second day, the activities focused on strengthening the understanding of PAUD teachers and early-grade primary school teachers regarding a positive and enjoyable transition from PAUD to primary school. Educators discussed ways to help children adapt to a new school environment, including changes in routines, learning duration, and the growing need for independence.



The discussions also emphasized the importance of learning approaches that are appropriate to children's developmental stages. Readiness to enter primary school should not be assessed solely based on reading, writing, and numeracy skills, but also on the development of communication, social-emotional, motor, independence, and character skills.

Secretary of the Nias Utara District Education Office, Marison Zalukhu, encouraged teachers to apply the knowledge gained from the activities and share it with their colleagues. In this way, the lessons learned could be translated into everyday teaching practices in schools.



The series of activities continued on 21 August 2026, bringing together the district government and education stakeholders to discuss Nias Utara's readiness to implement the One Year of Compulsory Preschool Education policy. The discussion highlighted the importance of ensuring that children aged 5-6 have access to quality PAUD services that meet their developmental needs.

During the meeting, participants also discussed several challenges, including limited awareness among some parents of the importance of PAUD, geographical conditions that make access difficult, inadequate facilities and infrastructure, and the availability of educators.



To address these challenges, the district government was encouraged to strengthen the mapping of children aged 5-6 and areas with inadequate PAUD services, develop alternative services for hard-to-reach areas, and improve the capacity and welfare of PAUD teachers. Budgetary support and coordination across regional government offices (OPD) were also identified as important elements in expanding access to preschool education.

In Nias Utara District, the One Year of Compulsory Preschool Education policy has been disseminated through a circular issued by the Education Office. Support from various stakeholders is expected to help encourage its gradual implementation, taking into account local conditions and community needs.

Through this series of activities, KREASI Nias Utara continues to promote collaboration among families, educational institutions, and the district government to support the implementation of the One Year of Compulsory Preschool Education policy. This collaboration is expected to create more opportunities for children to access quality, inclusive, and developmentally appropriate preschool education before entering primary school.



Learning, Trying, and Reflecting: Teachers' Efforts to Strengthen Literacy in Nias Utara

The KREASI Program in Nias Utara conducted Teacher Professional Development (TPD) mentoring activities from 19 to 28 August 2026 across 36 supported schools in six subdistricts: Afulu, Lahewa, Lotu, Sitolu Ori, Sawo, and Tuhemberua. These activities followed previous TPD training attended by 121 teachers of grades 1, 2, and 3, with support from 20 district facilitators (fasda). Through this mentoring, teachers had the opportunity to reflect on the implementation of literacy teaching strategies in their classrooms and identify areas for improvement based on students' needs.

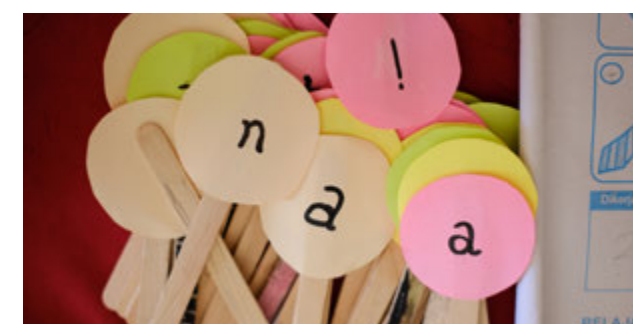
During the visits, teachers and district facilitators reviewed their teaching experiences using the Teacher Learning Journal. These records served as a basis for discussions to identify strategies that had worked well, challenges encountered, and students' responses during learning activities. The mentoring also strengthened the use of initial assessments to map students' reading abilities, from recognizing letters and reading words and sentences to understanding texts. The assessment results helped teachers adapt learning activities to each child's abilities and needs.

Through the reflection process, teachers found that students showed enthusiasm when listening to stories and actively answered questions during literacy activities. However, several challenges remained, including limited access to storybooks, the need to strengthen reading corners and literacy-rich classroom environments, and students who still required additional support in basic reading skills. Parental involvement in supporting children's reading habits at home was also among the issues discussed with district facilitators.



Following these findings, district facilitators provided feedback to help teachers develop teaching strategies that better addressed students' needs. Teachers were encouraged to use locally available learning materials, develop more varied literacy activities, and strengthen classroom reading corners. The reflection results were then incorporated into follow-up action plans, including sharing teaching practices through microteaching sessions or discussions with fellow teachers at the school cluster level.

Through continuous TPD mentoring, KREASI Nias Utara aims to ensure that knowledge gained from training can be applied and further developed in everyday classroom practices. This collaborative process of learning, reflection, and improvement is expected to help teachers deliver more active, relevant literacy instruction tailored to the development of each child's reading abilities.



Discussion and Follow-up on KREASI Assessment Results for the Establishment of the BSAN Working Group

10 August 2026



Meeting with the Regional Secretary Regarding the BSAN Working Group

11 August 2026



BSAN Working Group Strengthening Workshop

13-14 August 2026



Stakeholder Mapping and Analysis Workshop for the Education Consortium

18 August 2026



Literacy Catch-Up Club Facilitator Training Batch 1

26-29 August 2026



School Child Protection Team Training

26-29 August 2026



Peer Learning Session II, Module I

20 August-4 September 2026



PAUD Expo and Handover of Recommendation Documents from the Campaign on Smooth Transition from Early Childhood Education (PAUD) to Primary School with One Year of Pre-primary Education

21 August 2026



TPD Teacher Training Batch 1 & 2,

3-7 & 10-11 August 2026



Regional Secretary of Nias Selatan Supports Safe and Comfortable Schools by KREASI

KEASI Nias Selatan held an audience meeting with the Acting Regional Secretary of Nias Selatan District, Amsarno S. Sarumaha, on 11 August 2026.

The meeting aimed to strengthen cross-sector collaboration in supporting the implementation of Minister of Primary and Secondary Education Regulation (Permendikdasmen) No. 6 of 2026 on Safe and Comfortable School Culture (BSAN), while also encouraging the establishment of a BSAN Working Group (Pokja BSAN) at the Nias Selatan District level.

The audience was attended by KREASI Child Protection Coordinator, Zulfikar, along with regional facilitators (FASDA) and representatives from the non-governmental organization Lembaga Obor Berkat (LOB). Representing the Nias Selatan District Government were Head of the Education Office, Nurhayati Telaumbanua, Head of the PPM Division of Bapperida, Albert Dakhi, as well as several school principals.

During the meeting, Zulfikar emphasized that the implementation of BSAN requires a strong coordination mechanism and active engagement from multiple government agencies and stakeholders.

“Unlike the School Violence Prevention and Response Team (TPPK), which focuses on handling cases within the school environment, the BSAN Working Group refers cases to institutions that have the authority and resources to address them appropriately. Therefore, cross-sector collaboration and participation are crucial,” explained Zulfikar.

He further noted that at the school level, KREASI has been supporting the development of minimum standards for BSAN implementation, including case management Standard Operating Procedures (SOPs), codes of conduct, and reporting mechanisms. Going forward, the good practices established in KREASI's 30 partner schools are expected to be replicated across all schools in Nias Selatan District.



Responding to the presentation, Acting Regional Secretary Amsarno Sarumaha stated that the local government strongly welcomes and fully supports the BSAN initiative. He emphasized that the program is highly relevant to ensuring children's safety and well-being within educational settings.

“We warmly welcome and fully embrace the implementation of BSAN. However, because its target beneficiaries are all school-age children, achieving this goal will require time and a gradual process. The good practices already implemented in KREASI partner schools should serve as a foundation for sustainability and expansion to other schools throughout Nias Selatan,” said Amsarno.

Amsarno also reaffirmed his commitment to strengthening child protection institutions in the region, including coordinating with the Regent of Nias Selatan regarding staffing needs for the Regional Technical Implementation Unit for Women and Children Protection (UPTD PPA). In addition, he suggested establishing a dedicated communication platform, such as a WhatsApp group, to facilitate rapid and responsive coordination among Working Group members.

Meanwhile, Head of the Nias Selatan Education Office, Nurhayati Telaumbanua, highlighted the importance of standardizing reporting procedures and SOPs so that all schools have clear and consistent guidance. She stressed that responses to cases of violence involving students should not stop at administrative sanctions but should also include character development and behavioral improvement measures.

The meeting concluded with several agreed follow-up actions, including: Drafting SOPs and the organizational structure of the BSAN Working Group; conducting orientation and socialization sessions on the roles and responsibilities of Working Group members; and planning further BSAN training and capacity-building activities for schools across Nias Selatan District.



School Principal Peer Learning Session

11 August 2026



Training for School Child Protection Team Members

18-21 August 2026



Advocacy on Budget Tagging for TPD and PSTPD at the District Level

26-27 August 2026



Consultative Public Hearing Meeting

26-27 August 2026

Strengthening School Child Protection Teams: Schools' Efforts to Build a Safe and Comfortable School Culture in Pesisir Barat

For four days, 86 representatives from 30 KREASI partner schools in Pesisir Barat participated in learning sessions on Safe and Comfortable School Culture (BSAN). Throughout the program, participants not only gained an understanding of the concepts and policies related to safe and comfortable schools, but also reflected on their own school contexts: identifying risks children may face, examining existing child protection systems, identifying areas that require further strengthening, and exploring how schools can build child protection mechanisms that function as part of everyday school life.

Held from 18-21 August 2026, the activity aimed to help schools establish and strengthen School Child Protection Teams (TPAS) as part of the broader child protection system within schools. TPAS is expected to serve as both a planning team and a bridge to school leadership in developing and implementing child protection systems, from identifying risks and preventing violence, to receiving and following up reports, providing initial psychosocial support, and connecting children with appropriate services and institutions when further intervention is needed.

This effort aligns with Minister of Primary and Secondary Education Regulation No. 6 of 2026 on Safe and Inclusive School Culture (BSAN), which positions schools not only as centers of learning but also as key actors in building an educational ecosystem that protects all members of the school community.

Four Pillars of Safe and Comfortable Schools

Safe, Inclusive, Caring, and Happy were the four key themes of the BSAN learning sessions, each represented by a dedicated learning space. Together, these pillars form the foundation for building child-friendly and protective school environments. In each session, participants were encouraged to view children's experiences from different perspectives and connect them to the practices, challenges, and needs within their own schools.



Viewing Safety Through Children's Perspectives

Children's safety is not always reflected by conditions inside the classroom. In the "Safe" learning space, participants conducted risk mapping exercises, identifying locations, situations, activities, and conditions that might expose children to violence or place them in unsafe situations.

When viewed through children's experiences, risks that are often considered part of daily life became more visible. One example involved a first-grade student who was accidentally left alone at the school gate until late afternoon because the school caretaker had gone home early. Another concerned children who had to cross a river using a deteriorating raft after the main bridge was damaged by annual flooding.

Risks may also emerge beyond the school grounds, during children's journeys to and from school, during extracurricular activities, and even in digital environments. Participants discussed, for example, the practice of taking children's photos without consent for personal documentation purposes. This discussion led to broader conversations about consent, ethics, and child data protection.

The risk mapping process became more concrete as participants identified who might be vulnerable, what situations created risks, the level of those risks, and possible prevention and mitigation measures. Schools then selected priority risks requiring immediate attention.

For TPAS members, the ability to recognize risks is the first step toward ensuring that child protection measures begin before harm occurs, rather than only responding after incidents take place.



Building Systems That Help Children Feel Protected

A sense of comfort and security at school does not develop automatically. It grows when children know whom they can approach for help, when teachers understand their responsibilities, and when schools have clear procedures for responding to risky situations.

In the "Inclusive" learning space, participants used the 5R Framework: Role, Rule, Resources, Relationships, and Results. This framework helped schools assess whether child protection responsibilities were clearly assigned, whether rules were widely understood, whether resources were available, whether relationships within the school community were healthy, and whether protection efforts were producing measurable outcomes. The framework also encouraged participants to reassess the role of TPAS. Child protection teams are not only expected to respond when incidents occur; they should be part of a system that functions continuously, from identifying risks and implementing preventive measures to receiving reports, providing initial responses, and ensuring children receive appropriate support. Such systems must remain functional regardless of personnel changes.

During discussions on reporting mechanisms, participants learned the 3A Principle: Amati (Observe), Ajak Bicara (Talk), and Alih Tangankan (Refer).

Participants practiced identifying warning signs, initiating safe conversations with children, and referring concerns to individuals or institutions with the appropriate authority and expertise. They also learned about the "Safe Reporting" principle and the importance of child-friendly reporting pathways that are easy to understand and access.

As a result, when children experience or witness situations that make them feel unsafe, schools can provide clear pathways for their concerns to be heard, addressed, and appropriately followed up.

Applying the Principle of "Caring" to Understand Children's Needs

A caring school recognizes that every child comes with different experiences, needs, and circumstances. In the "Caring" learning space, participants applied a GEDSI (Gender Equality, Disability, and Social Inclusion) perspective to identify children who may encounter greater barriers to feeling safe, participating fully, or accessing learning opportunities.

Participants reflected on questions relevant to their schools: Which children may be more vulnerable? What barriers do they face? What types of support do they need?

This understanding also influenced how schools should respond when children face difficulties. Participants learned the PEDULI Principle: Prioritize Safety Empathy, Listen to Children's Voices, Promote Inclusion, Protect Confidentiality, and Integrate Team Coordination and Referrals.

This principle places children's safety and voices at the center of any response while emphasizing proper coordination and referral mechanisms.

Participants also practiced providing initial support through the 3A approach: Observe, Talk, and Refer. They learned how to assess children's conditions and needs, listen empathetically, and connect children with appropriate support services. Additionally, they practiced determining the urgency of cases to identify when support can be provided within the school and when external intervention is required.

Throughout the case management process, participants learned that information related to child protection cases must be handled carefully. Documentation must safeguard children's identities and personal stories while ensuring that access to sensitive information is restricted to those directly involved in case management.

Through this learning process, caring extends beyond a willingness to help. Schools must develop the knowledge and systems necessary to ensure that support provided to children is safe, confidential, respectful, and responsive to their needs.



Creating Space for Children's Voices

Schools that foster happiness must also create opportunities for children to share their experiences, opinions, and needs. During the training, participants explored the concept of meaningful child participation.

They learned that involving children requires more than simply inviting them to attend meetings or answer questions. Children should be given opportunities to express their views and contribute to decisions that affect them. When children's voices are genuinely heard, schools gain valuable insights into areas that feel unsafe, situations that make children uncomfortable, the support they need, and the changes they would like to see.

In child protection efforts, children's participation is essential for identifying risks and shaping protective measures. While adults have their own perspectives on school environments, children are the ones who experience those spaces every day.

Schools therefore need to provide safe, age-appropriate opportunities for children to share their experiences and ensure that these perspectives are genuinely considered in decision-making processes.

Turning Learning into Action

The training concluded with the development of School Action Plans (Rencana Aksi Sekolah/RAS) outlining practical steps schools could implement in the near future. These actions may include: establishing or strengthening TPAS, integrating child protection into school planning and budgeting processes, developing policies, regulations, and procedures, strengthening violence prevention practices, establishing reporting and response mechanisms, and improving coordination and monitoring systems.

The action plans were reviewed collaboratively to ensure that child protection efforts would not remain merely as documents or depend on a single individual.

Following the training, participants will bring these plans back to their respective schools through an ongoing mentoring process. The mentoring will support schools in monitoring implementation progress, developing necessary child protection documents and mechanisms, and tailoring support according to each school's level of readiness.

Through this process, TPAS is expected to become more than just a name on an organizational chart. Strengthening School Child Protection Teams is expected to go hand in hand with the implementation of Safe and Comfortable School Culture (BSAN) in KREASI partner schools across Pesisir Barat.



Advancing Educational Support through the Pesisir Barat Education Consortium

Improving the quality of education requires more than just well-designed programs. Teachers need continuous opportunities to learn and develop, schools require ongoing support, and educational needs must be reflected in local development planning. To ensure these efforts are sustainable, collaboration is needed among government institutions, schools, professional organizations, and other stakeholders committed to education.

Efforts to build this collective approach have been initiated through a series of advocacy activities under the KREASI Program in Pesisir Barat. In May 2026, stakeholders gathered for an Education Forum (Rembuk Pendidikan) and a stakeholder mapping exercise to discuss various educational challenges in the region. This process continued through the KREASI Footprints Forum (Forum Jejak KREASI) in July, which strengthened the Pesisir Barat Education Consortium as a platform where different actors could continue networking and contributing to education-related issues.

Shortly after the consortium was established, discussions began focusing on a more specific question: How can educational priorities identified collectively receive support through local government planning processes?

This question became a central theme of activities held in August 2026. The Education Consortium, together with local government representatives and other stakeholders, began examining teacher professional development needs more closely while exploring ways to ensure these needs could be incorporated into regional education planning.

One of the key steps was a workshop held on 26 August 2026. During the workshop, participants reviewed education data as well as existing planning and budgeting documents from the local government. These materials were used to better understand the professional development needs of primary school (SD) and Islamic primary school (MI) teachers, identify teacher development programs already in place, and determine what additional support was needed to enable teachers to continue learning and improving their skills.

This process helped participants develop a more comprehensive understanding of teachers' professional development needs. By grounding discussions in evidence and data, teacher needs could be addressed more systematically rather than relying solely on assumptions.

The analysis went beyond educational data alone. Participants connected findings from the Education Report Card (Rapor Pendidikan) with existing programs and support mechanisms. Together, they identified areas requiring further strengthening and developed recommendations that could serve as considerations for local government decision-making.

The discussion brought together a wide range of stakeholders, including representatives from Bapperida, the Education Office, the Ministry of Religious Affairs Office (Kemenag), the Regional Finance Agency, school and madrasah supervisors, professional organizations such as PGRI and IGI, early childhood education organizations, schools, and members of the Pesisir Barat Education Consortium. The participation of diverse stakeholders was essential because educational challenges do not belong to a single institution. Each participant contributed experiences, data, and perspectives that helped create a more holistic understanding of the issues.



The day after the workshop, the process continued with a Consultative Forum on Strengthening Commitment and Refining Recommendations, held on 27 August 2026 in Pesisir Barat. The forum provided an opportunity to gather feedback on the analysis that had been developed and to ensure that the resulting recommendations were aligned with local realities and needs.

During the forum, discussions expanded beyond teacher professional development to include broader educational priorities. Participants explored topics such as strengthening safe and inclusive school cultures, ensuring education remains connected to local culture, improving teacher competence and professionalism, strengthening literacy and numeracy, increasing the use of technology in learning, and promoting data-informed education planning.

The discussions also highlighted that each priority requires collaboration among multiple stakeholders. Strengthening teacher learning communities, for example, depends on support from schools, professional associations, and government agencies. Similarly, efforts to improve literacy, numeracy, and technology integration require coordinated action. The Consortium recognized the importance of connecting existing resources and initiatives across organizations so they can reinforce one another.

Participants then worked together to draft and refine recommendations. This collaborative process further strengthened their understanding of teacher professional development needs. By relying on data and evidence, discussions became more focused and strategic rather than speculative.

This process marks an important stage in the evolution of the Pesisir Barat Education Consortium. Having first created a platform for dialogue and a shared commitment to collective action, the Consortium is now learning how to bring educational issues into more strategic planning and policymaking spaces.

The journey will continue. The findings and recommendations generated through the consultative forum will serve as a foundation for future advocacy efforts, including dialogue with the Regional House of Representatives (DPRD), public consultations, and continued advocacy for teacher professional development within regional planning processes and the 2027-2028 Musrenbang cycles.

For education in Pesisir Barat, sustaining this process is essential to ensure that the needs of teachers and schools remain visible when local governments determine development priorities. For the Education Consortium, it is an opportunity to continue learning, listening to diverse perspectives, and jointly advancing recommendations that can strengthen education throughout the region.



Cross-Sector Consolidation and In-Depth Assessment of Regional Readiness for Strengthening the BSAN Working Group

11 August 2026



Audience Meeting with the Regional Secretary of Tanggamus

21 August 2026



Budget Tagging for Teachers' Continuous Professional Development

13-14 August 2026



Second Mentoring Session for TPD Literacy Module

22 August 2026



Meeting on the Development of Local Initiatives for the Establishment of the BSAN Working Group

19 August 2026



School Principal Peer Learning Session

27 August 2026



Literacy Club Facilitator Training

18-21 August 2026





KREASI Tanggamus Consolidates Stakeholders and Strengthens Capacity for the Establishment of the BSAN Working Group

KREASI Tanggamus organized a Cross-Sector Consolidation Meeting and In-Depth Assessment of Regional Readiness to accelerate the issuance of a Decree (SK) establishing the Safe and Comfortable School Culture Working Group (Pokja BSAN). Held on 11 August 2026, the event brought together representatives from various Regional Government Agencies (OPD) within the Tanggamus District Government, the Ministry of Religious Affairs (Kemenag), and the Tanggamus District Police (Polres Tanggamus).

The meeting was officially opened by Rully Runa Yuda, Assistant to the Regional Secretary (Sekda) of Tanggamus District. The participation of government agencies and law enforcement representatives reflected a shared commitment to institutionalizing child protection mechanisms and creating conducive learning environments in educational institutions.

Through this assessment process, stakeholders conducted a comprehensive review of the region's operational readiness. The assessment and discussion sessions were facilitated by Erwin David Gunawan, Head of the P3M Division of Bapperida, and Pramadya, representing the Tanggamus District Education and Culture Office.

Discussions focused on aligning regulations, ensuring the availability of budget support, and clarifying technical roles and responsibilities across sectors. This preventive approach was considered essential to ensure that the draft Decree for the BSAN Working Group can serve as an effective operational framework without overlapping authorities or responsibilities.

In his remarks, the Assistant to the Regional Secretary of Tanggamus District stated that the establishment of the BSAN Working Group was driven by positive evaluations of proven good practices already implemented on the ground. The local government highlighted the significant impact observed across various program intervention areas, where classrooms had been transformed into more positive and supportive learning environments through strengthened teacher capacity.

This positive transformation demonstrates that cross-institutional collaboration can create measurable structural change. Through the KREASI Tanggamus Program, the initiative has successfully promoted a child-friendly and innovative model of basic education. These evidence-based good practices now serve as the foundation for the local government in developing district-wide service standards and policies.



Suardi, Program Director of KREASI at LP Ma'arif PBNU, emphasized that this consolidation meeting represents a crucial first step before moving toward concrete implementation.

"This initiative reflects our shared commitment to ensuring that children learn in safe and positive environments. This meeting serves as an important foundation and will be followed by a series of capacity-strengthening trainings for the BSAN Working Group, ensuring that all stakeholders are fully prepared to carry out their roles effectively," said Suardi.

The cross-sector consolidation meeting marked the initial phase of a broader institutional strengthening process. As a next step, participants and future members of the BSAN Working Group will take part in a series of capacity-building activities facilitated by the KREASI program to ensure technical readiness for replicating Safe and Comfortable School Culture (BSAN) standards throughout Tanggamus District.



KREASI Tanggamus Conducts Program Monitoring to Ensure Quality Implementation

KREASI Tanggamus conducted a program monitoring visit in Tanggamus District on 6 August 2026. The monitoring activity focused on two schools supported by the KREASI program.

This collaborative monitoring initiative aimed to directly evaluate the implementation of interactive learning methods, compliance with Safe and Comfortable School Culture (BSAN) standards, and the tangible impact experienced by students and parents. Data were collected comprehensively through field observations and in-depth interviews with five teachers, two parents, and two students from the two schools.

As a first-year KREASI intervention school, one of the Madrasah Ibtidaiyah visited demonstrated highly positive evaluation results. Educators at the school have successfully adapted child-centered interactive teaching strategies, including the Catch-Up Club approach.

This method has effectively supported students who previously faced basic literacy challenges, enabling them to read more fluently and with greater enthusiasm. The positive changes have also extended to the home environment, where parents reported increased learning independence among their children, including taking the initiative to prepare school materials and complete homework without being prompted.

The monitoring team also visited a public elementary school that has been participating in the program for its second year. The team was warmly welcomed by students through a performance of the Sankai Sambayan Dance, a traditional Lampung dance that reflects the preservation of local culture within the school environment.

Although support for this school has only been underway for a few months, the monitoring findings highlighted a strong commitment from the school management to creating a safe learning environment.



This commitment is demonstrated through concrete actions, including the issuance of a decree establishing the School Child Protection Team (TPAS) by the principal, the development of Standard Operating Procedures (SOPs) and safeguarding and child protection documents, and the preparation of a systematic follow-up action plan to ensure the sustainability of program activities. The presence of senior leadership from both partner organizations further underscored their shared commitment to regularly monitoring program achievements in the field.

Responding to the monitoring findings, Zulfa Ermiza, KREASI Lampung Regional Manager, encouraged all stakeholders not to become complacent with the positive results achieved so far, but instead to use these achievements as motivation to create even greater impact.

Complementing this message, Nurhaida Nurtam, Head of Finance for KREASI at Save the Children, welcomed the effectiveness and accountability demonstrated in program implementation. According to her, programs that deliver direct and measurable benefits make the donor, the Global Partnership for Education, proud to see that their support is contributing to meaningful improvements in children's education in Tanggamus.

In closing, Suardi, Program Director of KREASI at LP Ma'arif PBNU, expressed his deep appreciation for the strong collaboration among schools, parents, and the program team. The successful transformation achieved in intervention schools serves as clear evidence of their collective dedication. He expressed hope that these good practices in literacy improvement and child protection will continue to be sustained and serve as a model for other schools in the future.



Transforming Teaching Practices, Bringing Classrooms to Life

Laughter and eager hands filled the classroom during the second round of KREASI Ketapang's Teacher Professional Development (TPD) mentoring sessions. The raised hands, however, did not belong to primary school students, but to teachers enthusiastically role-playing as cheerful and active early-grade learners.

Amid the interactive atmosphere was Monic, one of the teachers supported by the KREASI Program. On that day, during a peer-learning session, Monic stepped forward to demonstrate an engaging literacy teaching method.



A Meaningful and Engaging Microteaching Experience

Without any special preparation on site, Monic was appointed by her fellow teachers from the Nanga Tayap sub-district group to represent them in a teaching simulation. Equipped with a mini lesson plan that had been developed collaboratively, she delivered a story expressively while holding an illustrated storybook. Meanwhile, the other teachers enthusiastically took on the role of students, eagerly competing to answer questions.



"The most memorable and meaningful moment for me was when I stood in front of my fellow teachers to tell a story. I played the role of a teacher, while my colleagues pretended to be students," Monic recalled with a smile.

"Even though I was chosen unexpectedly, thank God everything went smoothly because we had already prepared the mini lesson plan together, and it was a lot of fun!"

Through this microteaching simulation, teachers not only practiced new methods introduced by KREASI Ketapang's District Facilitators, but also experienced firsthand what it feels like to be students actively engaged in the learning process.

Applying New Strategies in the Classroom: Addressing Diverse Student Abilities

The success of the training-room simulation had a direct impact when Monic returned to her classroom. Faced with early-grade students who had varying levels of reading ability, the methods introduced through the KREASI Program provided practical solutions to everyday teaching challenges.

Before beginning shared reading activities, Monic implemented a crucial step by conducting an initial assessment to identify and group students according to their learning levels.

This initial step not only helped introduce and strengthen key vocabulary before the story began, making it easier for children to understand the text, but also enabled Monic to assign learning tasks that matched the abilities of each student group.

"Before storytelling sessions in class, I first assess my students and group them according to their abilities. The most helpful part is introducing vocabulary before starting the story. After that, it becomes much easier for me to assign tasks that are appropriate to the learning levels I have identified," Monic explained.



Building a Sustainable Learning Ecosystem

Monic's experience reflects the essence of KREASI's continuous professional development approach: providing teachers with opportunities to practice, reflect on their teaching, and gradually improve their instructional skills.

From the enthusiasm seen in the training sessions to the increased confidence in managing diverse learning needs in the classroom, the transformation of literacy instruction is now delivering tangible benefits for both teachers and students across Ketapang District.





Smoke-Protected Classrooms: Safeguarding Learning Continuity and Literacy for Children in Ketapang

Every time an extreme dry season arrives in Ketapang District, blue skies gradually fade and are replaced by thick haze caused by forest and land fires. This recurring environmental crisis has become an almost unavoidable annual threat. When the air outside is no longer safe to breathe, schools are often forced to suspend in-person learning.

For nearly three months, children remain at home, participating in Distance Learning (Belajar dari Rumah/BDR). Behind the limitations of home-based learning, however, lies a significant concern: the risk of widespread learning loss. Memories of the COVID-19 pandemic and its impact on education resurface, threatening children's educational progress and the development of foundational literacy and numeracy skills.



"Research findings have shown that the impact of the COVID-19 pandemic was substantial, particularly in terms of learning loss. This has become both a concern and a form of anticipation for the government," said Rajiansyah, Head of the Primary Education Division at the Ketapang District Education Office.



Taking Action in the Face of Force Majeure

Natural disasters are never part of an initial program plan. However, when force majeure conditions disrupt learning activities, the KREASI Program in Ketapang has chosen not to remain passive.

To address the recurring threats that emerge during extreme dry seasons, a grassroots initiative was developed through a pilot project known as the Smoke-Protected School. The initiative was launched at a public primary school in Muara Pawan, one of the areas most affected by forest and land fires.

Located just 300 meters from an active wildfire hotspot, the school became the first pilot site to demonstrate that classrooms can be transformed into safe and healthy learning spaces where children can continue their education despite hazardous air conditions.



Local Innovation: Simple, Affordable, and Life-Changing

The pilot initiative adapts the concept of a Smoke-Safe School through a spirit of collaboration and community participation. Rather than relying on expensive and inaccessible technologies, classrooms that were once filled with open air gaps and unrestricted ventilation systems were modified using simple yet highly effective materials.

As emphasized by Ananto Kusuma Seta, Education Advisor for KREASI under the Muhammadiyah Primary and Secondary Education and Non-Formal Education Council (Majelis Dikdasmen & PNF PP Muhammadiyah), the pilot project is guided by four key principles: affordable, practical, effective, and educational.

Through the installation of damp dacron foam filters on ventilation openings, special pollutant-blocking curtains, exhaust fans to remove stagnant air, and natural air-improving elements such as aquariums and snake plants (Sansevieria), classrooms were transformed into clean-air sanctuaries amid the surrounding haze.



Testing Hope Through Evidence and Sustainability

This pilot project is more than a temporary experiment. It is a data-driven initiative designed for long-term impact.

Working closely with the Environmental Agency (DLH) Laboratory of Ketapang District, the team regularly measures air quality indicators, including PM2.5 and PM10 levels, inside the pilot classroom and compares them with outdoor air conditions. These scientific findings provide the evidence needed to refine the model and support its replication in other schools affected by extreme dry seasons in the future.

The initiative has been supported by multiple stakeholders, including the Ketapang District Regional House of Representatives (DPRD), the Education Office, Health Office, Environmental Agency (DLH), Regional Disaster Management Agency (BPBD), and the Tanjungpura Village Government.

Protecting the Smiles and Future of Ketapang's Children

The Smoke-Protected School initiative reflects the resilience of the people of Ketapang. Extreme drought and haze may continue to challenge communities each year, but innovation and collective action demonstrate that the light of education must never be extinguished.

Through this pilot model, communities are learning that protecting children's health and safeguarding their right to learn are not competing priorities. Both can be pursued together to create classrooms that are not only protected from smoke, but also filled with hope for a brighter future.



When Reading Becomes an Adventure Instead of a Fear

A total of 44 selected facilitators came together in two rounds of intensive training organized by KREASI Ketapang.

Catch-up Club (Klub Bermain Literasi/KBL) was designed to break down the barriers of fear that often surround children who struggle with literacy. Through KBL, children are no longer grouped according to their grade level, but rather according to their actual learning abilities, ranging from letter recognition to story comprehension, following the Teaching at the Right Level (TaRL) approach.

Starting with the Heart: Connecting Before Teaching

A core pillar of KBL is the willingness to place children's emotional well-being first before focusing on academic achievement. Through Social-Emotional Learning (SEL), each KBL session begins with warm greetings, songs, and simple games that help children feel comfortable and supported.

This fundamental principle was emphasized by Ufi Ruhama, a District Facilitator, during the training sessions.

"Children who struggle with reading are not unintelligent. They are children who need a sense of safety and self-confidence. Emotional connection has a direct impact on learning outcomes. Many studies have shown that literacy challenges in Indonesia are often linked to underdeveloped social-emotional foundations," said Ufi.

Experiencing firsthand the contrast between a rigid classroom and an SEL-friendly learning environment left a deep impression on the facilitators.

"This experience truly opened our eyes, even for those of us who have been teaching for decades. We realized that fear is often what prevents children from responding and participating," said Adi Candra, one of the training participants.

Playing, Progressing, and Growing Together

Within KBL, children are not grouped according to their formal grade levels but according to their actual learning abilities through the Teaching at the Right Level approach. Learning is facilitated through active and engaging activities such as Word Jump games, syllable card games, and role-playing exercises. Rather than relying on rote memorization, children are encouraged to understand the context and meaning of what they read in a natural and enjoyable way.

When facilitators conducted microteaching sessions with primary school students, the positive and empathetic learning atmosphere was clearly visible.

"I saw how excited the children became during the SEL activities. They were more willing to participate, engage, and play. We were also encouraged to pay close attention to opportunities for stronger students to support and help their peers," said Lusi Andriani, another training participant.

Looking to the Future with Confidence and Smiles

The training marked the beginning of a three-month intensive mentoring period consisting of 27 sessions in intervention schools across Ketapang District. Through the support of highly empathetic facilitators, KBL demonstrates that literacy recovery is not simply about improving scores or meeting targets. It is about rebuilding children's confidence and bringing back the smiles that make learning possible.

"If money is shared, it will eventually run out. But when knowledge is shared, it continues to grow and reach even more people," said Syarif Syamsurrisal, KREASI Ketapang Training Coordinator.

Today, KBL is ready to accompany children across Ketapang on their learning journey, helping them rediscover the joy of learning and ensuring that fear and hesitation no longer stand in the way of opening a book.



KREASI Kayong Utara Conducts Safe and Comfortable School Culture Training in Simpang Hilir and Teluk Batang



Continuing its commitment to education transformation, the KREASI Program in Kayong Utara organized a series of capacity-building trainings for schools to strengthen the implementation of a Safe and Comfortable School Culture (BSAN). The training was conducted in two locations: Simpang Hilir Sub-district from 4-7 August 2026 and Teluk Batang Sub-district from 11-14 August 2026.

The training in both locations adopted an experiential learning approach using the REAL (Relate, Explore, Apply, Learn Again) methodology, equipping educators with the knowledge and skills needed to create school environments that are safe, inclusive, and free from violence.

Key Training Areas

- Policy Understanding and GEDSI**
 Participants strengthened their understanding of relevant policies through the nine core principles of BSAN and the application of the GEDSI (Gender Equality, Disability, and Social Inclusion) approach. This component emphasized the importance of ensuring protection for vulnerable groups and children with disabilities.
- Early Detection and Reporting Systems**
 The training introduced frameworks for identifying early signs of violence and safeguarding concerns by recognizing indicators across five dimensions: behavioral, physical, emotional, digital, and social. Participants also learned how to establish child-friendly complaint and reporting mechanisms based on the principles of accessibility, safety, and responsiveness, while applying the 3A and 4T approaches.

- Ethical Case Management**
 Participants strengthened their capacity to manage child protection cases using a care-centered approach. The training covered the provision of Psychological First Aid through the 3L approach (Look, Listen, Link), the development of referral systems, and the importance of protecting children's privacy through the ETHICS principle, which emphasizes secure handling and restricted access to sensitive information.

- Sustainability and Meaningful Participation**
 To ensure sustainability, participants worked on integrating School Action Plans (RAS) into school planning and budgeting mechanisms, including school work plans and education programs. Schools were also encouraged to design meaningful campaigns that actively involve children's voices and participation in promoting a safe and positive school culture.

- From Commitment to Action**
 The training sessions in Simpang Hilir and Teluk Batang concluded with the development of concrete Follow-up Action Plans (RTL) tailored to the specific needs of each school.

This process ensures that commitments to creating safe and comfortable school environments go beyond formal requirements and are translated into sustainable institutional practices. Ultimately, the readiness of child protection focal points and school leaders is measured not by the number of documents they produce, but by their ability to ensure that protection systems function effectively and consistently for every child.



KREASI Kayong Utara Hold Catch-Up Club for Literacy Training

A four-day Catch-Up Club (Klub Bermain Literasi/KBL) training was held from 24 to 27 August 2026 in Sukadana, Kayong Utara, bringing together 16 selected teachers. Facilitated by Rita Darnila and Tini Tiana, the training aimed to equip educators with the skills needed to support children who struggle with reading through approaches that are inclusive, child-friendly, and enjoyable.

Breaking Down Stigma

The KBL program begins by reshaping how teachers view children who face learning challenges. Often, students who are not yet fluent readers are unintentionally labeled as "behind," which can undermine their self-confidence and motivation to learn.

For this reason, the program emphasizes the use of positive language. Children are introduced to the intervention as a "Play Club" or "Catch-Up Club," while parents may be informed of it as an additional learning or enrichment class. The goal is simple: to create a psychologically safe environment where children feel accepted and supported, free from fear, embarrassment, or judgment.



Learning Based on Ability, Not Age

One of the key features that distinguishes KBL from regular classroom instruction is its grouping system. Rather than being organized according to formal grade levels, such as Grade 3 or Grade 4, students are grouped according to their actual reading abilities across four levels: Letter, Word, Sentence, and Story.

Throughout the training, teachers explored the structure of a 120-minute learning session built around seven essential steps. These include oral language activities designed to enrich vocabulary, letter and syllable practice using a three-step process of modeling, guided practice, and independent practice, as well as reading sentence-level and story-level texts using four types of comprehension questions: literal, inferential, opinion-based, and personal experience questions.

The training also emphasized the integration of Social-Emotional Learning (SEL). Through simple 5-15 minute activities such as the "Laughing Statue" game, "Simon Says," and mindfulness exercises, teachers learned strategies to support children's emotional well-being and readiness to learn before academic activities begin.

Managing Mixed-Ability Classrooms with Empathy

As the training progressed, participants practiced conducting KBL literacy assessments designed to feel more like relaxed conversations than intimidating tests. The assessment results serve as the foundation for grouping students into two learning groups with similar skill levels, with a maximum of 12 children per facilitator.

To avoid creating perceptions of ranking or competition, groups are given neutral names such as "Mouse Deer" or "Tiger." Teachers were also introduced to mixed-group classroom management strategies, learning how to provide focused support to one group while ensuring that other students remain meaningfully engaged in independent learning activities.

A Commitment to Action

The training concluded with a microteaching session, where participants took turns practicing the teaching approaches and lesson scenarios they had learned throughout the week. A strong spirit of reflection characterized the closing activities, as teachers provided feedback to one another using the "sandwich" technique: highlighting specific strengths, offering constructive suggestions, and ending with sincere appreciation.

Through the establishment of Peer Learning Groups and ongoing post-training mentoring, participating teachers are now returning to their schools with new knowledge, practical tools, and renewed confidence to help children strengthen their literacy skills and rediscover the joy of learning.

KREASI Halmahera Utara Conducts Coordination Meeting and Capacity Strengthening for the Safe and Comfortable School Culture Working Group

KREASI Halmahera Utara organized a Coordination Meeting and Capacity Strengthening Workshop for the Safe and Comfortable School Culture (BSAN) Working Group (Pokja BSAN). The event was held at the Meeting Hall of the Halmahera Utara Regional Development Planning Agency (Bappeda) on 11-12 August 2026.

The coordination meeting and capacity-strengthening activities brought together members of the BSAN Working Group from various government agencies and institutions, including the Ministry of Religious Affairs Office, the Education and Culture Office, the Social Affairs Office, the Population and Civil Registration Office, the Communication, Informatics and Encryption Office, the Health Office, the District Family Welfare Movement Team (TP-PKK), the Early Childhood Education (PAUD) Working Group, the Civil Service Police Unit, the Office of Women's Empowerment, Child Protection and Family Planning, the Integrated Service Center for Women and Children Protection (UPTD PPA), the District Attorney's Office, the Halmahera Utara Child Development Center (PPA), the Women and Children Studies Center of UNIERA, and the Indonesian Children's Advocacy Foundation.

In her opening remarks, Rany Monika Purba, KREASI Halmahera Utara Project Manager from Wahana Visi Indonesia, highlighted that the activity was designed not only to increase participants' knowledge but also to strengthen their understanding of their respective roles and responsibilities.

She also expressed appreciation to the Regent for issuing the decree establishing the BSAN Working Group, with the hope that it would function optimally, remain active, and contribute meaningfully to reducing incidents of violence against children in schools, families, and communities. She encouraged participants to engage in open and constructive discussions to develop and establish a child protection referral pathway for Halmahera Utara District.



Opening the event, Wenas Rompis, Assistant II for General Administration of the Halmahera Utara Regional Secretariat, expressed appreciation for KREASI's contribution to improving child protection and well-being in the district. He encouraged all participants to prioritize the best interests of children in their discussions, recognizing that the challenges and risks faced by children continue to evolve.

He further encouraged the BSAN Working Group to formulate and discuss strategic measures that can strengthen prevention efforts against violence toward children by creating safe and supportive school environments. In addition, he emphasized the group's role as a platform for cross-sector collaboration in preventing and responding to violence and bullying within educational settings.

Through the two-day coordination meeting and capacity-strengthening workshop, the BSAN Working Group is expected to develop a shared understanding and strengthened commitment to collaboration in promoting violence-free environments for children across Halmahera Utara.

KREASI Strengthens Internal Learning Communities and School Learning Communities in Halmahera Utara



The Institutionalization and Strengthening of Internal Learning Communities (Komunitas Belajar/Kombel) and Cluster-Based Learning Communities for Primary and Secondary Schools across Halmahera Utara was held at Education and Culture Office on 13 August 2026. The activity was supported by the KREASI Program in Halmahera Utara.

The event was attended by representatives of learning community management teams from 35 primary schools and 19 junior secondary schools, bringing together 59 teachers. The session was facilitated by Wilsa Dieastuty Salim from the Maluku Utara Office for Teachers and Education Personnel (KGTK), who serves as Head of the Teacher and Education Personnel Competency Development Team.

In her remarks, KREASI Project Manager Rany Monika Purba highlighted that Learning Communities serve as an important platform for collaboration and knowledge sharing. KREASI supports these communities because they have the potential to expand the impact of education quality improvement beyond the program's 44 partner primary schools. Through active learning communities at the sub-district level, the knowledge, good practices, and learning resources introduced by KREASI can reach schools that are not directly supported by the program.

KREASI also promotes a culture of sharing among teachers so that knowledge gained through training does not remain exclusive to individual participants. Instead, teachers are encouraged to take on facilitator roles for their peers, helping disseminate new knowledge and practices. Through this collaborative approach, KREASI and the District

Education and Culture Office aim to contribute to improving the quality of education throughout Halmahera Utara.

In her opening remarks, Head of the Halmahera Utara Education and Culture Office, Hertje Manuel, emphasized that a teacher's success should not be measured solely by improvements in students' academic knowledge, but also by their character development. She noted that Learning Communities are intended to provide a platform where teachers can exchange experiences, creativity, challenges, and promising practices in teaching and learning, while strengthening collaboration among schools to improve educational quality.

She further explained that the academic achievements of both teachers and students, including results from the Academic Competency Test (TKA), reflect the collective performance of school principals, education personnel, and the wider school community. Through initiatives such as this, all stakeholders are encouraged to continuously strengthen their capacities so that they can adapt to rapid technological advancements and digital transformation, enabling them to contribute more effectively to educating future generations.

Through the institutionalization and strengthening of Learning Communities, teachers are expected to make full use of Kombel as a space for sharing knowledge, experiences, challenges, and innovative teaching practices, fostering continuous professional growth and improving learning outcomes across schools in Halmahera Utara.

KREASI Halmahera Utara Conducts Literacy Play Club Facilitator Training



The KREASI Program in Halmahera Utara conducted a Literacy Play Club (Klub Bermain Literasi/KBL) Facilitator Training from 18 to 21 August 2026. The training brought together 50 teacher representatives from 44 KREASI-supported schools across Halmahera Utara District.

In her opening remarks, Sabtarina Dwi Febriyanti, East Indonesia Zone Program Manager of World Vision Indonesia, explained that the Literacy Play Club (KBL) serves as a direct intervention for children to help improve learning outcomes, including performance on the Academic Competency Test (TKA). The intervention is designed to provide students with targeted support to strengthen their literacy skills.

The mentoring activities are implemented regularly and intensively over a three-month period. In addition, the program incorporates periodic assessments to monitor students' progress and learning development. These assessment results serve as the basis for measuring the effectiveness of the intervention and identifying areas where additional support may be needed.



To support the implementation of the program, World Vision Indonesia (WVI) has developed a literacy module consisting of 27 learning sessions delivered over three months. The module is systematically designed to ensure that mentoring activities are conducted consistently, in a structured manner, and with sustained support, enabling students to achieve meaningful improvements in literacy.

In her remarks, Hertje Manuel, Head of the Halmahera Utara District Education and Culture Office, emphasized that the quality of children's education is greatly influenced by the competencies of the teachers who guide their learning. Children are more likely to thrive when supported by educators who possess the knowledge, skills, and capacity needed to deliver high-quality educational services.

She further noted that strengthening teacher competencies begins with initiatives such as this training. The Literacy Play Club Facilitator Training represents a strategic effort to build teachers' capacity, enabling them to play a more effective role in supporting children's development and learning.

Hertje also reminded participants of the shared goal that unites all stakeholders: improving the quality of education to its fullest potential. Every activity, including this training, forms part of a broader and ongoing effort to provide better educational opportunities for children in Halmahera Utara.

Through the training, participating teachers are expected to gain the knowledge, practical skills, and confidence needed to facilitate Literacy Play Clubs in their respective schools, helping children strengthen foundational literacy skills and improve their overall learning outcomes.

Workshop on Work Plan Analysis for Continuous Professional Development

A Workshop on Work Plan Analysis for the Halmahera Utara District Education and Culture Office and the Ministry of Religious Affairs Office related to Continuous Professional Development (Pengembangan Keprofesian Berkelanjutan/PKB) was conducted over two days, from 19-20 August 2026. Participants included representatives from various government agencies, including the Education and Culture Office, the Inspectorate Office, the Regional Development Planning Agency (Bappeda), the Ministry of Religious Affairs Office, and school principals.



In her opening remarks, Sabtarina Dwi Febriyanti, East Indonesia Zone Program Manager of Wahana Visi Indonesia, explained that the workshop was part of a broader process that began the previous year with the development of the Literacy and Numeracy Roadmap.

This initiative represents a strategic effort to support systematic and sustainable improvements in education quality across Halmahera Utara.

Based on findings from Wahana Visi Indonesia's 2025 Evaluation, one of the factors shown to contribute significantly to improved education quality is strengthening education programs that focus on enhancing the capacity and competencies of human resources. Within this context, the PKB Program is viewed as an important long-term investment to strengthen teachers' capacity as the frontline providers of quality education in schools.



In his opening remarks, Wenas Rompis, Assistant II for General Administration of the Halmahera Utara Regional Secretariat, noted that Wahana Visi Indonesia (WVI) has been present in Halmahera Utara since 1999-2000 through a range of programs focused on disaster response and social recovery initiatives.

Over the past two years, WVI's focus in Halmahera Utara has increasingly centered on education as a key pillar of human resource development. Basic education is considered particularly important because it serves as the foundation for students' success as they progress to secondary and higher levels of education.

For this reason, efforts to improve education quality must begin with strengthening basic education services. One of the most critical areas for improvement is teacher capacity development. Teachers play a strategic role in creating high-quality learning environments that respond to the needs of students.

Therefore, strengthening teachers' capacity is essential to equip them with the knowledge, skills, and competencies necessary to perform their roles professionally and effectively.

The workshop was designed to review and analyze the work plans of the Education and Culture Office and the Ministry of Religious Affairs in order to identify and map budget allocations related to the PKB Program.



Through this process, participants explored opportunities and strategies for strengthening support for ongoing teacher professional development. It is expected that greater investment in teacher competency development will contribute to improved teaching quality and better learning outcomes for students across Halmahera Utara.



Mapping Literacy and Numeracy to Strengthen Learning in Morotai

KREASI Morotai conducted a literacy and numeracy survey in May 2026 to map students' baseline competencies and identify areas that require additional support and strengthening.

The survey was implemented through a collaboration between Stimulant Institute and the Faculty of Teacher Training and Education of Universitas Pasifik Morotai across KREASI-supported schools. In 2026, the KREASI Program reached 40 schools in Morotai Selatan, Morotai Selatan Barat, Morotai Timur, Morotai Utara, dan Morotai Jaya sub-districts. The survey findings are expected to serve as an evidence base for designing targeted support and mentoring strategies.

The survey results were presented during the Workshop on the Dissemination of Literacy and Numeracy Survey Findings, held on 31 August 2026 at the Morotai Regent's Office Hall. The workshop brought together education stakeholders and school principals to discuss the survey findings and explore possible follow-up actions.

Morotai Regional Secretary, Muhammad Umar Ali, welcomed the initiative and emphasized that improving literacy and numeracy is a shared responsibility. According to him, it is not solely the responsibility of teachers and schools, but also of local government, parents, communities, higher education institutions, the private sector, and all education stakeholders.

"We should not design education programs based solely on assumptions. We need to understand the actual conditions on the ground," said Muhammad Umar Ali.

He noted that the survey findings could serve as both an evaluation tool and a foundation for improving the quality of teaching and learning in schools.



"I hope that the survey results presented today will not remain merely as a report or document, but will be translated into concrete actions," he added.

In line with this perspective, KREASI encourages stakeholders to use the survey findings to determine the most relevant forms of support and assistance for schools and students.

"We hope that these survey findings will not only be acknowledged but will also lead to concrete follow-up actions through the education consortium," said Yeni Djelalu, KREASI Morotai Program Manager at Stimulant Institute.

Effective follow-up to the survey findings will require collaboration among various stakeholders, including local government and schools. Man Magilan, KREASI Regional Manager at Save the Children, explained that the dissemination workshop represents an important first step in strengthening such collaboration.

"For us, this dissemination workshop is an initial step toward building stronger collaboration with local government, school principals, and teachers. Through the KREASI Program, we provide training for Master Trainers and District Facilitators. We hope they can become part of the collective effort to improve literacy and numeracy outcomes in schools," said Man Magilan.

The dissemination of the survey findings serves as an important opportunity to connect data-driven evidence with the perspectives of education stakeholders while creating space for more targeted and effective improvements in teaching and learning across KREASI-supported schools.



A Principal's Story: Transforming Supervision Practices and Inspiring Classroom Change



As a school principal, Simson was accustomed to conducting teacher supervision in his school. Before receiving support from KREASI, his supervision activities focused primarily on teachers' administrative compliance.

"Previously, my supervision never really focused on students. It was mostly about administration. I would check whether teachers had lesson plans, whether they had syllabi, and other required documents. If a teacher scored well on administrative requirements, we considered that good performance. But when we looked at the actual teaching and learning process, we found that strong administration did not always translate into effective classroom instruction," Simson explained.

As a result, teachers often concentrated on completing administrative requirements. When paperwork remained unfinished, classroom instruction could become a secondary priority. While Simson acknowledged that administration is important, he believed it should go hand in hand with quality teaching. Supervision, therefore, should also examine how teachers teach and how students experience learning.

This shift in perspective did not happen overnight. When his school was first selected as a KREASI partner school, Simson initially viewed the program as an additional workload.

"When I first heard that KREASI would be implemented in our school, I thought, 'This is probably going to add more work for us.' But as we went through the process together, I experienced something different. KREASI actually helped ease our workload and provided practical solutions to many of the challenges we faced," he said.



Through KREASI's training and mentoring activities, Simson came to realize that supervision should also focus on students. It is not enough to review administrative documents; it is equally important to observe classroom instruction directly, including the teaching methods used and how students respond to the learning process.

This transformation in supervision practices was strengthened through Peer Learning, which provided a platform for Simson and other school principals to learn together. Challenges identified through school supervision could be brought into these sessions, discussed collectively, and explored for practical solutions.



"The topics discussed during Peer Learning vary, but every session addresses issues that we genuinely face in our schools. What I appreciate most is that no one acts as though they know everything. Instead, we share practical solutions that can be implemented in our respective schools. Previously, teacher and principal forums mostly focused on administrative matters. Through KREASI, I found a space where we discuss solutions to learning challenges and ways to encourage teachers to be more innovative," Simson said.

One issue that Simson frequently observed was the overuse of lecture-based instruction, which often caused students to lose focus. This challenge became a topic of discussion during Peer Learning sessions. As a result, participants explored alternative approaches, including the use of learning materials such as cards, videos, and interactive whiteboards already available in schools.

When these methods and tools were introduced in classrooms, Simson noticed a significant improvement in student engagement and concentration. Classroom challenges were no longer seen simply as problems but as opportunities to identify and test practical solutions.

Another positive change could be seen in how teachers supported students who struggled with reading. Previously, when students were unable to read or perform basic arithmetic, teachers often reprimanded them or encouraged them to practice more at home. Following the mentoring process, teachers adopted a more supportive and gradual approach.

"Now, when students are not yet fluent readers, teachers sit with them and guide them step by step. Teachers clearly demonstrate what needs to be done. With this approach, students no longer feel afraid. They begin to realize that learning is not difficult or intimidating," Simson explained.

He also observed a remarkable change in one student who had previously felt uncomfortable participating in class. According to Simson, the student found earlier teaching methods unengaging, struggled to focus, and eventually stopped attending school regularly. After literacy lessons were redesigned using more interactive approaches, the student gradually became engaged again.

"There was a student who did not feel comfortable with the way learning was previously delivered. Perhaps the methods used were not engaging for him, so he lost focus and no longer wanted to come to school. But after the literacy activities were introduced and classroom practices began to change, especially as his classmates became more actively involved, he started participating regularly again," Simson said.

For Simson, these experiences reinforced an important lesson: effective supervision must focus on both teachers and students.

"The key is that our focus should be on students and teachers, not solely on administration."

From identifying challenges in the classroom, bringing them into Peer Learning discussions, exploring solutions together, and then applying those ideas in practice, Simson discovered that what he had initially perceived as additional work ultimately became a valuable process for understanding educational challenges and finding meaningful solutions.



Continuing KREASI's Good Practices for Future Teachers



When a program has a defined timeline, the next challenge is ensuring that the good practices it has developed do not disappear once the program ends. For Universitas Pasifik (Unipas), one opportunity to sustain the approaches introduced through the KREASI Program in Morotai lies in the university's role in preparing future teachers.

This idea became increasingly relevant for Fahmi, Dean of the Faculty of Teacher Training and Education (FKIP) at Unipas, after recognizing that prospective teachers still needed additional support in several areas. During an evaluation of the Teaching Practicum Program (PPL) in 2025, Fahmi and Ira, an FKIP lecturer, found that student teachers continued to face challenges in preparing instructional materials, including lesson modules.

The PPL evaluation was also used to assess students' teaching practices, use of technology, classroom management skills, and readiness to handle real-world teaching situations. From the findings, Fahmi concluded that teaching methodology was one of the areas that needed further strengthening.

"When we reviewed how students developed lesson modules, we found there were still gaps. We then asked ourselves what the root cause was. Was it related to teaching practices, technology, instructional materials, classroom management, or other factors? We found that teaching methods were one of the areas that needed improvement," Fahmi explained.

At the same time, Fahmi saw the approaches developed through the KREASI Program as valuable learning opportunities for student teachers. After participating in and observing various KREASI activities, he recognized that initiatives such as the Literacy Play Club (KBL) and Safe and Comfortable School Culture (BSAN) could be adapted and introduced within higher education settings.

According to Fahmi, KBL is not only relevant as an approach to strengthening literacy and numeracy in schools, but also as an example of effective teaching strategies for future teachers. These approaches, for example, could be incorporated into microteaching courses and other practical teaching experiences offered to teacher education students.

This opportunity has been further strengthened by a cooperation agreement between Unipas and Stimulant Institute, Save the Children's local implementing partner for the KREASI Program. For Fahmi, the partnership creates space for the exchange of knowledge and educational practices developed through KREASI within the university environment.

"Since the mission of Unipas is to prepare future teachers, why shouldn't we also apply the approaches and practices we have learned from KREASI within higher education?" Fahmi said.

One example of this knowledge-sharing process involves Oniy, a teacher from a KREASI-supported school and a graduate of Unipas. Oniy also serves as a KBL District Facilitator. Fahmi observed notable changes in Oniy's motivation and engagement after participating in KREASI activities. This experience became one of the reasons Fahmi viewed KREASI practices as valuable lessons that could be shared with future teachers.

Ira later invited Oniy to share her experiences and learning from KREASI with FKIP students. Among the approaches she introduced was KBL, including practical strategies for supporting children who continue to face literacy challenges. For Fahmi, real-world experiences from practicing teachers complement the theoretical knowledge provided to student teachers.

However, introducing practices from a relatively new program, first implemented in 2025, into a university setting requires broader institutional support. According to Fahmi, this effort cannot depend on a single individual or faculty alone.

At the university level, support has come from institutional leaders, including the Rector, the Vice Rector for Academic Affairs, who serves as a District Facilitator for Primary and Islamic Primary School Principals, and the Vice Rector for Student Affairs, who serves as a Master Trainer for Safe and Comfortable School Culture after receiving training through KREASI. Within FKIP, the Dean plays a key role in integrating new approaches into teacher education programs. Lecturers who have participated in KREASI activities have also contributed ideas on how the program's practices can be adopted within the faculty.

As a result, knowledge gained through KREASI has not remained limited to individual participants. Fahmi noted that several lecturers have shown interest in participating in KREASI activities to broaden their professional experience and knowledge, while balancing their academic responsibilities.

For Fahmi, this knowledge-sharing process has also provided the university with a fresh perspective. Prior to collaborating with KREASI, internal university programs were already in place, but opportunities to exchange teaching methodologies with school principals and education practitioners were relatively limited. Through engagement with KREASI, lecturers have been able to gain insights into teaching practices currently being implemented in schools.

Fahmi has also observed positive changes among teachers who have participated in KREASI activities. In his view, teaching practices previously tended to follow routine approaches, and many teachers still required additional guidance. After receiving support through KREASI, teachers became more motivated and gained new knowledge and skills to improve their classroom practices.

These experiences prompted Fahmi to consider a broader question: how can these practices continue after the program concludes?

"Building something is relatively easy, but sustaining what has already been built is much more challenging. KREASI also has a limited timeframe. Therefore, once the program ends, the important thing is how we maintain the good practices that have already been established," Fahmi said.

One important step, in his view, is involving a wider range of stakeholders within the university. Leaders and lecturers who have participated in KREASI activities can not only benefit personally but also bring that knowledge back to the campus community.

For Fahmi, sustainability should not rely solely on the individuals currently involved. Another important group must be considered: future teachers themselves.

This is where the roles of Unipas and KREASI intersect. KREASI equips teachers already working in schools with practical knowledge and teaching approaches, while Unipas prepares the next generation of educators who will eventually enter the teaching profession.

"KREASI has already developed valuable practices and methods for teachers. We can adopt those good practices and use them as part of the learning experience for future teachers," Fahmi explained.

By bringing relevant educational practices from schools into teacher education programs, the partnership between KREASI and Unipas creates a pathway for the program's impact to endure beyond its implementation period. The approaches developed through KREASI will not remain solely with the teachers who have received support but can continue to be introduced, studied, adapted, and expanded by future teachers who will carry them into classrooms for years to come.



Kolaborasi untuk Edukasi
Anak Indonesia

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



indonesia-kreasi.or.id



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



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