

JEJAK YNS



Assistance at SD Negeri Yalkom: Real Changes in Teaching Practices

Contextual Children's Storybook Writing FGD in Sarmi: Preserving Folktales for the Younger Generation

A Ray of Light at SD Negeri Taria: The Story of a First Grader's Resilience

SERVICES & PROGRAMS

Yayasan Nusantara Sejati



“Kompas Moral” Book

“Kompas Moral” book by Eka T. P. Simanjuntak provides guidance on developing moral awareness and using moral values as a compass for attitudes and behavior in daily life. The book is rooted in Yayasan Nusantara Sejati’s experience in training teachers and parents on Positive Discipline.

- Order now via bit.ly/BukuKompasMoralYNS

In House Training (IHT)

In-House Training (IHT) is a training session conducted within the school. The purpose of IHT is to ensure that teachers do not have to leave their teaching responsibilities to attend training. IHT is usually held after regular classes have ended. It can be used to train teachers on topics related to literacy, numeracy, positive discipline, classroom management strategies, and more. Through IHT, the quality of the teaching–learning process can improve without compromising students’ right to learn.

Kelompok Kerja Guru (KKG)

The Teacher Working Group (KKG) serves as a collaborative space for teachers and school principals. Through regular and scheduled meetings, teachers can conduct joint evaluations while sharing knowledge and experiences to strengthen their capacity. The KKG ensures that every teacher has the opportunity to grow, exchange good practices, and continuously improve the quality of learning.

Teacher Mentoring

Teacher mentoring activities involve providing intensive support for teachers at school, with facilitators present at least three days a week. This mentoring aims to ensure that teachers can apply the knowledge and skills they have gained during training. The main focus of this activity includes improving the quality of literacy instruction, strengthening numeracy, and implementing positive discipline in the classroom, ensuring that the learning process becomes more effective and aligned with students’ developmental needs.

Redaksi

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SOROTAN YNS

Strengthening Teacher Capacity at SD Negeri Asbol Through the 9-Component Literacy IHT

SD Negeri Asbol held a 9-Component Literacy In-House Training (IHT) for eight teachers as an effort to strengthen their ability to implement literacy practices in the classroom. Guided by facilitator Miton Busub, the training created a warm and enthusiastic learning environment.

For these eight teachers, the IHT was not only an opportunity to gain new knowledge but also a source of confidence, practical skills, and a fresh perspective on how literacy can be embedded in everyday teaching. The hope is simple yet significant: that what they learned during the IHT will flow into the classrooms at SD Negeri Asbol and become the beginning of meaningful, positive change for the children.



In each session, teachers were guided to understand and directly practice how to teach each literacy component. The discussions during the simulation activities often sparked small moments of laughter among the teachers. Interestingly, the teachers themselves took the initiative to request additional time. They wanted to ensure that when they returned to their classrooms, they would be truly ready to apply these new strategies to help students improve their reading and writing literacy.



Feeling, Not Just Understanding: The Elelim KKG Strengthens GEDSI Practices

In Elelim District, the atmosphere of this KKG meeting felt different. Facilitator Helena Londa Sato Sera invited teachers not only to learn about the concepts of Gender, Disability, and Social Inclusion (GEDSI) but also to experience how inclusion works in practice. The activity began with a pre-test and an introduction to GEDSI, followed by a “Agree/Disagree” game that encouraged teachers to share their perspectives.

The most memorable moment came when participants engaged in simulations, trying to see the world from the viewpoint of students with disabilities. In small groups, teachers created inclusive learning aids using simple materials and discovered that inclusion does not require expensive tools only the willingness to adapt learning so every child can participate comfortably. The post-test at the end showed an improvement in understanding, but the greatest impact was not in the numbers. It was in the teachers’ strengthened commitment that every student, regardless of their condition, deserves a welcoming and equitable learning environment.



Assistance at SD Negeri Yalkom: Real Changes in Teaching Practices

The mentoring activities at SD Negeri Yalkom brought a small yet meaningful story of change. Facilitator Hermanus Tanamera worked closely with Ms. Desi, a multi-grade teacher for Grades 1–3, who initially faced many challenges in managing her classroom and applying literacy methods. Morning messages were not yet in place, class agreements had not been created, and the needs of students including those with disabilities were not fully addressed.

But things began to shift after the pre-mentoring session. Ms. Desi started showing progress: the classroom was prepared more intentionally, lessons became more structured, and she paid greater attention to each student. These changes highlight one key message consistent mentoring creates space for teachers to grow, ultimately providing a better learning experience for the children at SD Negeri Yalkom.



PAUD Facilitator Training in Wamena: Strengthening Lesson Plans, Learning Materials, and Parent Partnerships

The early childhood education (PAUD) facilitator training in Wamena was warm and full of energy. In a full and productive day, facilitators strengthened the foundational skills needed for PAUD learning from developing Daily Learning Plans (RPH) to directly trying out simple Educational Play Tools (APE). The discussions felt lively, with participants exchanging ideas, reviewing RPHs, and presenting their work. Many shared that it was the first time they truly understood how to create a structured, measurable, and still child-friendly learning plan.

Another meaningful moment came when participants assembled APE materials. They discovered that educational play tools don't need to be expensive what matters is that they help children learn through play. The session on parent partnerships also served as a reminder that successful PAUD learning doesn't happen only in school, but also through warm communication and collaboration with parents. The training left facilitators feeling more confident and equipped with practical skills to apply in their respective locations.



Literacy Program Socialization in Sarmi: Strengthening Collaboration Between Facilitators and Schools

The socialization of the Early Grade Literacy Program in Sarmi Regency took place in a warm and familiar atmosphere. Facilitators met directly with principals from the five intervention schools a simple yet important first meeting to build communication and mutual trust. During the introduction session, the facilitators explained their roles and how they would support teachers in the early grades. The principals and teachers welcomed them enthusiastically, as it was their first time meeting the individuals who would be working alongside them to strengthen literacy learning.

The most meaningful moment came when the Secretary of the Sarmi Regency Office of Education and Culture symbolically handed over the facilitator appointment letters (SK). It was more than just a ceremonial act it signified that the local government stands behind this effort. From this meeting, it became clear that the relationship between facilitators, schools, and the government had begun to form. This socialization served as a warm first step, laying an important foundation for working together to improve the basic literacy skills of the children in Sarmi.

Contextual Children's Storybook Writing FGD in Sarmi: Preserving Local Folktales for the Younger Generation

The Focus Group Discussion (FGD) on Writing Contextual Children's Storybooks in Sarmi Regency took place in a warm and lively atmosphere. The event was officially opened by Regent Dominggus Catue, serving as a reminder of how valuable local stories passed down through generations truly are. He expressed his appreciation to YNS and the Library Office for their efforts in bringing regional folktales back to life in the form of children's books that are relevant for today's young readers.

Representatives from five tribes, Sobey, Armati, Rumbuwai, Manirem, and Isirawa enthusiastically shared their stories. Although many of them were elderly, their passion remained strong as they recounted the language, history, and cultural values inherited from their ancestors. With guidance from Ms. Rina and Mr. Syaifudin, participants mapped storylines, characters, and even illustration ideas. Public enthusiasm was also evident as the event was covered by *Tribun Papua* and *Portal Papua*. From this FGD emerged a shared hope: that Sarmi's folktales will not only be remembered, but will continue to grow in the hands of the children who will read them.



Children's Storybook Writing Training: Developing Manuscripts into Levelled Books

The children's storybook writing training in Sarmi City took place in a warm atmosphere filled with ideas. The Library and Archives Office, together with YNS, brought together teachers, supervisors, and representatives from five tribes to learn how local stories can be developed into engaging children's books.

Participants revisited the basics of literacy, developed ideas, and even tried creating leveled books. The atmosphere grew livelier as they reviewed each other's drafts and wove together stories from their respective villages. More than just writing, this training became a way to bring local culture back to life. YNS hopes that the works produced will truly accompany the children of Sarmi in getting to know their own land.

TESTIMONIAL



A Ray of Light at SD Negeri Taria: The Story of a First Grader's Resilience

In a modest classroom at SD Negeri Taria, there is a first-grade student who comes to school each day with small but courageous steps. Without a mother and father both of whom passed away earlier he faces his days alone, carrying a weight far too heavy for a child his age.

Yet every morning, he still walks to school. Never absent, never complaining. While many children his age still rely on adults to help them prepare for school, he stands on his own never losing his spirit.

The YNS facilitator who accompanies him each day always makes time to offer an extra hug and attention, understanding that behind his small smile lies a much larger struggle that often goes unseen.

This story reminds us that education is not only about reading and writing, but also about providing a safe, warm, and supportive space for children who need it most.

YNS plays an important role in ensuring that every child continues to have access to proper learning opportunities through teacher mentoring, the provision of learning materials, and the simple psychosocial support offered by facilitators.

This story invites us to pause to be grateful, to care, and to continue supporting children who struggle in silence, yet still choose to learn and persevere.

Cerita dari:



Loser Sonab
Fasilitator

PARTNER'S CORNER

YNS and Yalimo Local Government Collaboration for Literacy Strengthening 2026



The visit of YNS together with the Department of Education, the Health Office, PKK, BAPERIDA, and UNICEF marked an important momentum in efforts to strengthen the quality of education in Yalimo. The Local Government welcomed the initiative enthusiastically, especially regarding the Early-Grade Literacy Improvement Program, which is considered to address one of the core challenges in Yalimo's education system. BAPERIDA even expressed its commitment to encouraging the replication of the program in 2026.

YNS Meeting with the Vice Minister of Women's Empowerment and Child Protection: Support for the Positive Discipline Book



YNS held a meeting with Mrs. Veronica Tan, Vice Minister of Women's Empowerment and Child Protection (KPPPA), to discuss the development of the Positive Discipline Book and opportunities for further collaboration. During the meeting, Mrs. Veronica expressed her support and agreed to write the foreword for the book. This marks an important step that opens the door to stronger cooperation in promoting positive discipline practices across educational settings.