



# ANNUAL REPORT

Literasi Anak Indonesia Foundation

**2024**



Literasi Anak Indonesia



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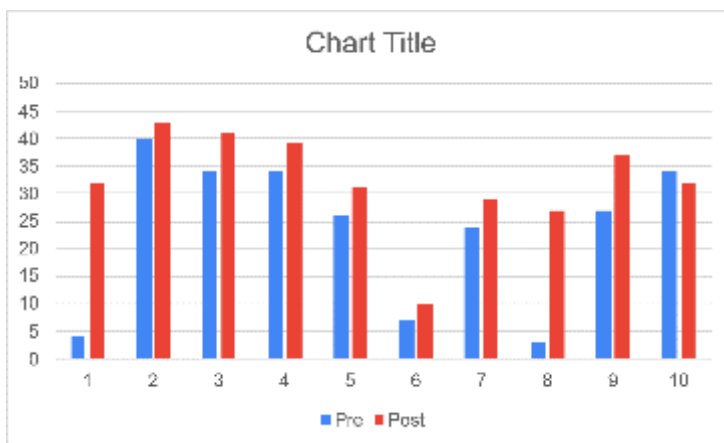
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# I. Early Grade Balanced Reading Program Report

## 1. Guided Reading Training in East Manggarai in collaboration with CV Berlian and the East Manggarai Regency Education Office - July 17-19, 2024

This training is intended to equip elementary and junior high school facilitators in East Manggarai Regency with guided reading activities. This training is a follow-up to the procurement of B3 (Leveled Reading Books) textbooks, initiated by the East Manggarai Regency Government through CV Berlian in collaboration with PT Pelangi. The book packages were distributed to 330 elementary schools and 142 junior high schools.

### Pre and Post-Test results and training satisfaction survey



Participants expressed their satisfaction with the training. They experienced a new training session. Although they had received literacy training (three days prior), it felt conceptual. The YLAI training focused more on the technical aspects of classroom implementation. The step-by-step guide was quite helpful for participants in understanding guided reading activities. Furthermore, we discussed the rationale behind these steps during the step-by-step discussion.

As a follow-up, the Education Office has scheduled facilitators to immediately visit each sub-district. They will provide training to teachers. Overall, guided reading activities will be expanded to all schools in the region through outreach activities.



## 2. **Balanced Reading Program and Child-Friendly Library Training in Collaboration with the Badung Regency Education Office – August 1-6, 2024**

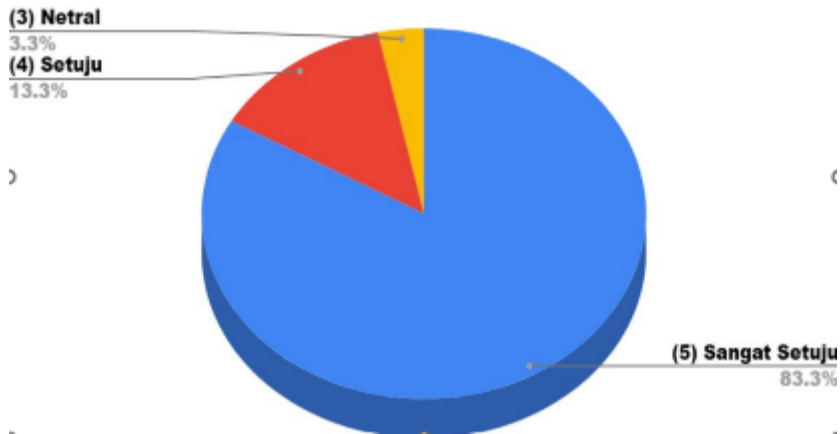
### a. **Balanced Reading Training**

In this training, participants learn the components of a balanced reading program. These components include a literate classroom environment, interactive reading, phonics, shared reading, and guided reading. In each reading activity, participants identify the steps and understand the rationale behind each step. Participants practice at the end of each introductory reading session.

### b. **Child-Friendly Library Strengthening Training**

In this training, participants re-learned the foundations of a complete reading experience, the components of physical and administrative facilities in child-friendly libraries, reading activities in child-friendly libraries, and re-practiced the observation support system in schools to ensure the continued functioning of the child-friendly library program in schools.

## **Training Participants' Perceptions of Training Relevance**



Relevance in training measures whether participants perceive they have learned something new. Training that is not perceived as new to participants is considered low-relevant.

The results showed that 96.6% of participants agreed or strongly agreed that they learned something new from the Balanced Reading Program and Child-Friendly Library training in Badung Regency. This indicates that, in the participants' opinion, the Balanced Reading Program and Child-Friendly Library training in Badung Regency was relevant and met their needs.



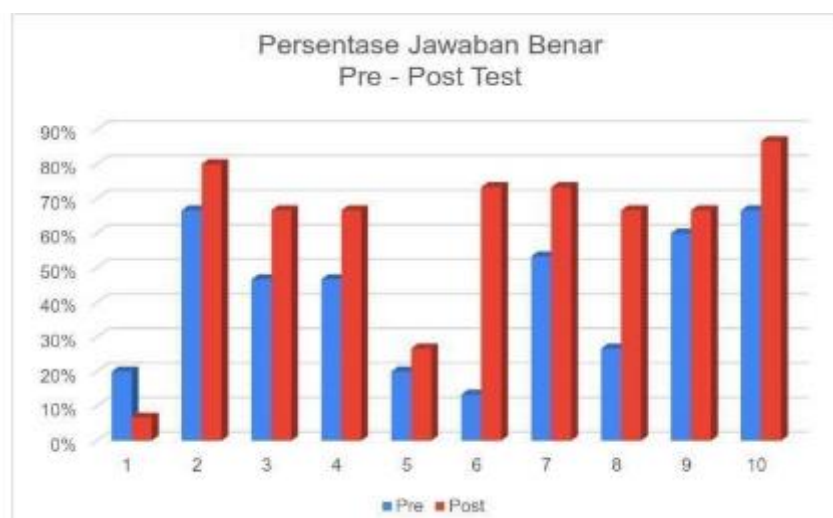
### 3. Guided Reading Training in Teluk Bintuni Regency Supported by BP Berau Ltd. – October 21-23, 2024

The guided reading training aims to provide a differentiated reading instruction model for children and can be implemented in BP Berau Ltd.-supported schools in Tanah Merah Baru, Teluk Bintuni Regency, West Papua. The training aims to change the reading instruction implemented by teachers that will impact children's reading skills.

The literacy skills of students in the assisted schools in Tanah Merah Baru, particularly in the early grades, remain weak. Most students struggle with reading comprehension and critical thinking skills. This weakness is exacerbated by the limitations of the teaching methods employed by teachers, most of whom still use traditional approaches such as lectures and memorization.

Furthermore, teachers' skills in asking questions that stimulate critical thinking and stimulate students' imagination are still low. Against this backdrop, a guided reading training program is proposed to provide a practical and innovative solution to gradually improve students' reading skills.

### **Pre and Post-Test results and training satisfaction survey**



Through this activity, teachers can provide more personalized reading support in small, homogeneous groups, grouped based on student ability, through diagnostic assessments. In the reading support activities, teachers are trained to teach text conversion (capitalization, punctuation, reading direction) and guide discussions to develop students' reading comprehension, critical thinking, and imagination.

Furthermore, this training also equips regional facilitators to assist in the implementation of guided reading activities in schools. Trained regional facilitators will provide regular mentoring and support throughout the program's implementation.



#### **4. Joint Reading and Interactive Reading Training in Karangasem and Buleleng Supported by Bank Indonesia - December 6-7 and 12, 2024**

The collaborative reading and interactive reading training program, held in Buleleng and Karangasem Regencies, aims to improve the quality of reading instruction in elementary schools. The training focuses on improving teachers' competency in implementing effective and enjoyable reading methods.

The training effectively models shared reading and interactive reading skills, including following the steps of a lesson plan, reading with expression, leading discussions, question-asking skills, and using visual aids such as books, bookends, and pointing devices.



This training provided new knowledge to the teachers. As some participants explained, a typical literacy activity in schools involves teachers asking students to read for 15 minutes. This is common practice in schools as mandated by the Ministry of Education and Culture. However, in practice, these activities are conducted without teacher supervision. Teachers simply ask students to read independently.

This program adds value beyond simply distributing books and book supports to schools. Furthermore, it provides teachers who have never received

training in reading activities with this opportunity. Books are a crucial medium, especially when equipped with the knowledge to use them.



## II. Child-Friendly

# School Library Program Report

### SCHOOLS IN TABANAN

No	Activity	Date	Status	Notes
1	Technical Support	January - December 2024	Completed	All schools support Room To Read
2	Training for Teachers: Level 2 Monitoring	February 2, 2024	Completed	All schools support Room To Read
3	Library Sustainability Workshop	April 1, 2024	Completed	All schools support Room To Read
4	Final Program Reflection	June 21, 2024	Completed	All schools support Room To Read
5	Tabanan Program Briefing Cycle 2	October 23, 2024	Completed	2 PSRA Kelating, SOORI Bali
6	Tabanan Library Management Workshop Cycle 2	December 11-13, 2024	Completed	2 PSRA Kelating, SOORI Bali

### SCHOOLS IN KLUNGKUNG

No	Activity	Date	Status	Notes
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1	Technical Support	December 21, 2024	Completed	All schools support Room To Read
2	Teacher Training: Level 2 Technical Support	February 2, 2024	Completed	All schools support Room To Read
3	Library Sustainability Workshop	April 1, 2024	Completed	All schools support Room To Read
4	Final Program Reflection	June 16, 2024	Completed	All schools support Room To Read
5	Klungkung Program Briefing Cycle 2	August 23, 2024	Completed	5 PSRA YLAI X Klungkung Regional Government
6	Klungkung Pre-Agreement Cycle 2	September 5 and 6, 2024	Completed	5 PSRA YLAI X Klungkung Regional Government
7	Library Management Workshop (Online)	October 28-30, 2024	Completed	5 PSRA YLAI X Klungkung Regional Government
8	Library Routine Workshop	November 15, 2025	Completed	5 PSRA YLAI X Klungkung Regional Government

## **HIGHLIGHTS**

### **1. Workshop for Teachers**

The Klungkung Education Office and its private partner, YLAI, have committed to continuing the child-friendly library program in seven schools. To support this, online and offline training sessions will be held for principals, teachers, and librarians from October to December 2024.

### **2. Library Arrangement, Management, and Sustainability:**

- **40 schools from the 2023 project cycle:**All maintained their library sustainability plans. Parents were recorded visiting the schools to observe library functionality. Data on book borrowing and library functionality was collected quarterly until December 2024. By the end of December 2024, 37 schools were recorded as having reached the "Highly Functional" stage.
- **5 additional libraries in Klungkung:**Complete the library establishment process in October–November 2024 and open the library to students on December 4–6, 2024.

- **2 additional libraries in Kelating, Tabanan:** Complete the library establishment process in November 2024-January 2025 and open the library to students on February 14, 2025.

Longer support periods help more schools reach the “Highly Functioning” level.



### 3. Reading Activities:

Forty of the 40 schools reported continued regular reading activities in their schools. Two schools that did not report in the previous quarter showed consistent improvements in reading activities following discussions with the YLAI Project Coordinator during in-school support in October–November 2024.

### 4. Support in Schools (RtR CFL):

**October:** Following the September school support, the YLAI Project Coordinator discovered that several schools that were in the “Functioning” stage in June had moved to the “Highly Functioning” stage. We decided to shift monitoring resources to schools that reported difficulties during the September reporting period, while continuing to visit schools that had not shown significant progress. The project coordinator selected six key schools in the “Functioning” stage for in-depth discussions, and also visited six random schools in the “Highly Functioning” stage for comparison.

**November:** The same strategy was implemented as the previous visit, with the additional objective of ensuring the improvements communicated during the October visit. Two large meetings with all teachers at SDN 1 Kuku and SDN 3 Kusamba were held to review their commitment to fostering reading habits through consistent reading activities. Both schools reported increased reading activity by December 2024.

In addition, the YLAI Project Coordinator also visited 7 schools that were preparing to open new libraries.

### 5. Community/Parent Involvement:

Parents who were trained to conduct library observations in May 2024 have visited the school in rotation in September and December 2024 to conduct library observations.



## 6. Collaboration with the Government

The Klungkung Education Office is committed to continuing the child-friendly library program in five schools. YLAI and the Education Office are sharing the costs for the establishment of these five libraries. The Klungkung Education Office has agreed to contribute bookshelves for the five schools, totaling IDR 60 million.



## 7. Fundraising:

Overall, by 2024, we had achieved 57.58% of our annual target. Key achievements this year include building strong relationships with multinational corporations and expanding our reach through international fundraising.

Looking ahead to 2025, our focus will be on strengthening partnerships with select multinational corporations, participating in fundraising events to reach individual donors, and increasing awareness campaigns through social media.

## 8. Training Material Improvement

The YLAI Library team continues to improve training materials to minimize the gap between theory and practice. To comply with Library Service regulations without compromising the core principles of the child-friendly RtR model, YLAI has integrated the RtR library system with the National Library system.

To address this, the YLAI library team initiated the creation of a clear video guide. This video made it easier for schools to follow implementation

standards, and the results were visible: seven schools successfully achieved standardized practices and completed the book processing process much more quickly.



## **9. Literacy Cloud Webinar**

On August 20-22, 2024, YLAI held a Literacy Cloud webinar session in collaboration with partner Mutiara Rindang. This event reintroduced the Literacy Cloud platform as a source of digital reading materials and a tool to support literacy learning in schools. The webinar was attended by educators and parents and served as an initial step in encouraging the use of technology to support children's reading habits.

## **10. Donor Visit**

Throughout 2024, several Room to Read donors conducted in-person visits to partner schools in Bali as part of an effort to provide donors with opportunities to directly observe the use of child-friendly libraries and their impact on students' reading interests. Donors witnessed group reading activities, interacted with students, and heard about teachers' experiences in library management.

Some of the visits that took place included: Bassam's family visit to SDN 3 Sanur on January 10, 2024 and to SDN 3 Serangan on December 10, 2024; Teo's

family visit to SDN 9 Sumerta on August 1, 2024; The World's visit to SDN 2 Sanur on August 15, 2024; and CVC's visit to SDN 4 Tuban on October 11, 2024.



# III. Children's Book Development Program Report

## 2024-2025 ANNUAL REPORT

### Book Development and Supporting Resources Division

The Indonesian Children's Literacy Foundation (YLAI), in collaboration with DFAT-INOVASI and with the support of the Ministry of Primary and Secondary Education (Kemendikdasmen), is organizing a Partnership Program to Foster Environmental Awareness in Children Through Nonfiction Literature. This program aims to develop teaching enrichment materials that address climate change themes to support the Climate Change Education program in the National Curriculum at the elementary school level, specifically for Phases B (grades 3 and 4) and C (grades 5 and 6).

The following is a report on the implementation of activities carried out as part of the overall program:

#### Activity 1: Development of Informative Nonfiction Book Prototypes and Teaching Modules

Date: June 12 – August 29, 2024

The YLAI team successfully completed the development phase of the Climate Change Education (PPI) prototype through a strategic collaboration with experts from the Center for the Study of Climate Change (Puskurjar), the Center for the Development of the Basic Education and Training Center (Pusbuk-BSKAP) of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), and INOVASI over two months. This intensive collaboration resulted in five informative nonfiction book prototypes and five teaching module prototypes that will serve as references for the development of 27 other titles. The development process involved in-depth consultations through online and offline meetings, yielding significant input that enriched the learning content and methodology.

During the development process, the team made several substantial adjustments to ensure compliance with the PPI Guidelines and the 2024 Science Learning Outcomes for Phase B. One important decision was the change in the main theme from "Deforestation" to "Understanding Climate Change and Its Impact on Ecosystems" based on considerations of relevance and more comprehensive substance. The five titles developed reflect variations in climate change themes contextual to Indonesia, covering weather, ecosystems, agriculture, and rainforests, while still considering the criteria for children's book eligibility and the effectiveness of classroom learning.

## 5 Prototypes of Informative Nonfiction Books and Teaching Modules





## Activity 2: Informative Nonfiction Book Writing Workshop

Date: September 14–16, 2024

A climate change-themed informative nonfiction book writing workshop successfully equipped 16 selected authors from six INOVASI partner provinces and Papua with specialized skills in writing children's books. This strategic activity targeted the production of 32 initial manuscripts, which would be refined into 27 final titles, forming the foundation for the development of national Climate Change Education (PPI) literature. The open selection process, which attracted 460 applicants from across Indonesia, demonstrated the writing community's high enthusiasm for climate change and children's education.

During the three intensive days, participants received comprehensive training from expert speakers in books, climatology, and curriculum, such as Benny Rhamdani, Ms. Helga from Pusbuk, and Ms. Desak from STMKG. The material covered the basics of writing informative nonfiction books, child-friendly book gradation, and techniques for developing manuscript structures that integrate aspects of PPI learning outcomes such as causes, impacts, adaptation, mitigation, concrete actions, and local wisdom. On the second and third days, each participant presented their outlines and manuscripts for feedback from editors, climatology expert reviewers, and the YLAI team, resulting in 32 manuscripts complete with illustration instructions.



Opening of the Workshop by Ms. Ayu Sugati and Ms. Feiny Sentosa.



Presentation of material by the speakers.



16 authors presented the draft outlines and drafts they developed on the second and third days.



Guidance and feedback to authors in developing their manuscripts.



Group photo at the closing of the workshop.

### Activity 3: Informative Nonfiction Book Illustration Workshop

Date: October 10–12, 2024

The illustration workshop successfully enhanced the capacity of 16 selected illustrators from various provinces to develop illustrations for informative nonfiction books on the theme of climate change. The participants, who underwent an open selection process, had backgrounds as picture book illustrators, but most had no experience in the informative nonfiction genre. This activity was specifically designed to bridge this skills gap and prepare them for the challenges of visualizing complex educational content.

Over three intensive days, illustrators received comprehensive materials on the characteristics of informative nonfiction books, infographic elements for children, and criteria for quality illustrations from professional sources from Katadata.com, Pusbuk-BSKAP, and Puskurjar Kemdikbudristek. A visual editing team assisted participants in creating infographics and storyboards based on previously developed scripts.

The uniformity of plots in previous manuscripts posed a serious challenge, hampering the illustrators' visual creativity. The YLAI team responded by reconstructing the storyline framework for each book, emphasizing local content and the uniqueness of specific issues.



Opening of the Workshop by Ms. Ayu Sugati and Mr. Afifudin.



Presentation of material by the speakers.



The illustrators presented the storyboards they developed on the second and third days.



Guidance and feedback to illustrators on the storyboards they have developed.



Group photo at the closing of the workshop.

## Activity 4: Testing of Informative Nonfiction Book Prototypes and Teaching Modules

Date: November 19–21, 2024

A prototype trial was conducted at Klagen Elementary School, Sidoarjo, as a crucial step in assessing the book's readability and the practicality of the developed teaching module. This activity involved students and teachers in grades 3-6, with two main focuses: measuring the effectiveness of the content and visual appeal of the informative nonfiction book, and evaluating the practicality of the teaching module as a learning medium. This school selection provided a good representation for testing the product's suitability to elementary-level learning conditions.

The November 19, 2024 readability test focused on students' responses to five informative nonfiction book prototypes, gauging their interest and understanding of climate change content. This was then followed by a practical test of the teaching modules which was carried out on 20-21 November 2024 by involving teachers in implementing learning based on the five teaching module prototypes that had been prepared. Evaluation uses observation and assessment sheets from teachers and enumerators, ensuring that the data obtained is objective and can be accounted for for further development.

The pilot test results showed a positive student response to the book's content and illustrations, with high interest and a strong understanding of the content. Educators found the learning module useful and easy to use, although they noted improvements regarding the activity structure and completeness of the assessments. This important feedback served as the basis for improving the book and learning module, as well as the foundation for developing a module template for the development of 27 other modules, demonstrating the importance of field validation in creating quality learning tools.

	
<p>Introducing a prototype of an informative nonfiction book that students will read.</p>	<p>Readability testing activities of informative non-fiction book prototypes by students.</p>
	
<p>Classroom learning activities to test the practicality of the teaching module prototype.</p>	<p>Exploration activities in out-of-class learning activities to test the practicality of the teaching module prototype.</p>

## **Activity 5: Development of 32 Informative Nonfiction Books**

Date: October 15, 2024 – January 25, 2025

This activity marked the next production phase of the 32 informative nonfiction books developed under the program. Following previous writing and illustration workshops, a consistent storyline pattern was identified across many of the manuscripts. The YLAI team responded by restructuring the scripts' outlines so that each book had a unique approach that was locally relevant and enriched with diverse climate change content. This reconstruction provided a crucial foundation for ensuring each work possessed distinctive characteristics that fit Indonesia's geographical and cultural context.

The author was given until the end of November 2024 to revise the script, followed by the illustrator's development of a storyboard based on the new version. The process experienced significant delays because parts of the script were not completed on time, impacting the work schedules of the illustrator and accompanying visual editor. These coordination challenges demonstrate the complexity of managing a creative project involving multiple expertise and interdependencies across production stages.

By the end of January 2025, 26 storyboards had been successfully compiled from 32 manuscripts, with 18 of them reaching the final and layout stage. The remaining storyboards are still being refined in terms of text and visuals, emphasizing the importance of ongoing collaboration between authors, illustrators, and editors to produce a quality book for publication. While not yet fully completed, this achievement demonstrates significant progress in enriching climate change literacy at the elementary school level and serves as a basis for the development of future teaching modules.

## **Activity 6: Workshop on Developing Teaching Modules**

Date: March 3–5, 2025

This online workshop successfully equipped 27 elementary school teachers from six partner provinces of INOVASI and UNICEF-Papua with the skills to develop teaching modules based on informative non-fiction books. Participants received an introduction to the partnership program, learning planning development materials from Puskurjar-BSKAP, and mapped book themes and simulated module framework development using a lottery system for title selection.

The activity resulted in 27 teaching module frameworks ready for further development, with direct feedback from resource team members such as Ms. Shinta (Puskurjar), the Undiksha review team, and YLAI. Although the limited time presented a challenge, as not all participants were able to present, YLAI plans further mentoring to ensure the finalization of high-quality teaching modules.

## **Activity 7: Workshop on Developing Project-Based Interdisciplinary Learning Tools (PPIBP)**

Date: March 7–9, 2025

This online workshop aimed to equip 14 educators at INOVASI partner schools in Sidoarjo with the skills to develop a PPIBP using a holistic approach. Participants received materials on the RAMAH learning approach, cross-subject integration strategies, and the development of an 11-week project activity flow from speakers from Puskurjar-BSKAP and Undiksha.

The workshop produced four draft PPIBP frameworks for Phases B and C, based on 32 informative nonfiction books grouped by grades 3-6. While limited in duration, the workshop created a collaborative space between educators, curriculum developers, and higher education experts to support comprehensive climate change education.

### **Activity 8: Development of 32 Informative Nonfiction Books(advanced)**

Date: January 26 – March 31, 2025

This activity focused on completing dummy layouts for all books for the development of teaching modules and the PPIBP (Information and Communication Technology Development Program), while also preparing for the May 2025 readability test in Bali. As of the end of March, the final target had been reached at 40%, with the manuscript at 90% completion and illustrations still in the storyboard stage, with some already colored.

Despite delays due to the editing process being halted in January and February, the YLAI team continued to develop representative dummy layouts for training and module development. This process involved aligning text content, illustrations, and learning needs, as well as adjusting the reading level for students in grades 3-6.

### **Activity 9: Readability Test of 32 Informative Nonfiction Books**

Date: May 5–10, 2025

A readability test conducted in Bali assessed the effectiveness of books in conveying information to students in grades 3-6, covering aspects of content comprehension, language accuracy, illustration visualization, and reading interest. Dummy layouts of 32 books with at least 60% color illustrations were tested, involving students who provided feedback through observation sheets and instruments prepared by the YLAI and INOVASI teams.

Teachers also assessed the language aspects, content relevance, and illustration effectiveness as considerations for final refinements. The readability test results served as a basis for final revisions before mass printing, indicating that the book met students' needs, although it required minor improvements, emphasizing the importance of involving target readers in the evaluation.

### **Activity 10: Finalization and Revision of Books, Teaching Modules, and PPIBP**

Date: May 13 – June 30, 2025

This activity is the final step in refining 32 informative nonfiction books based on readability test results. The team of writers, illustrators, editors, and layout designers worked in parallel to revise the content and refine the technical design, including improving sentence structure, narrative clarity, and reinforcing the climate change message.

The teaching module development team and the PPIBP refined the format based on the previous workshop framework, adjusting the structure of the learning activities, activities, and assessments to align with the revised textbook. This finalization process determined the program's success in producing comprehensive and complementary teaching materials, ready for production and distribution to partner schools.

# Annual Meeting 2024

The 2024 YLAI Annual Meeting was held on Wednesday, December 18, 2024, at the YLAI office at Jalan Tukad Balian 162 B Renon, Denpasar. The event was held based on several factors.

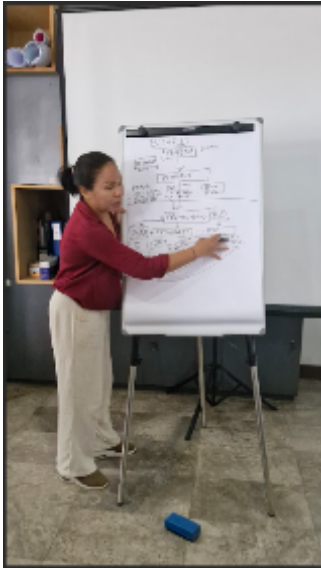
1. Throughout 2024, YLAI has implemented highly dynamic and challenging activities, yet also presented numerous opportunities. Various adaptation and mitigation measures have been taken to ensure that the organization's annual work contributes to its desired impact in education, particularly in improving literacy.
2. Over the past year, numerous reflections have been gathered to implement the results of the work plan. The literacy improvement needs map needs to be strengthened by strengthening the indicators and parameters in each sector and zone.
3. Beyond substance, YLAI's resources also need to be strengthened with clear parameters for each human, financial, and internal funding resource. With the various evolving dynamics, evaluation and planning in

Based on the above background, the 2024 annual meeting activities have the following objectives and expected results:

1. Conduct reflection and evaluation of 2024 work achievements based on the 2024 evaluation.
2. Formulate an annual work plan (RKT) for 2025 with reference to the work plan
3. Strengthening the organization by strengthening human resource capacity by re-examining the organization's SOP policies and the work duties and responsibilities of each personnel.
4. Reinforce staff duties and responsibilities with clearer workflows in each division.
5. Develop and review organizational policies.
6. Formulate revenue source strategies for organizational funding







## VISITOR TO YLAI OFFICE

Interest in YLAI from various circles who want information or hope for cooperation is recorded in the following information.

- Manabu, a Japanese citizen who works for Sesame Street in New York.  
JULY 7, 2024



- Dr. Margaret Ellen Shore (Doctor of Early Childhood Education)

July 10, 2024



- Maiko, Owner of Ayana Hotel - August 7, 2024



- Ubud Writers & Readers Festival



- BPMP



- HEAD OF BADUNG AND EDUCATION DEVELOPMENT TEAM



- PADANG TEGAL UBUD VILLAGE OFFICIALS AND OLAS ASIH FOUNDATION



- AIM FOR ALL KINDS OF THINGS



