

# Kawula17 Goes to School 2025 Report



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Yayasan Pelopor Pilihan Tujuhbelas



# Introduction



Many youth initiatives have brilliantly highlighted university students as the main catalysts for change, yet opportunities for high school students in learning spaces and mentoring remain scarce. According to Piaget's theory of cognitive development (1972), adolescence is a pivotal period during which abstract reasoning and rational thinking begin to flourish (Ismatuddiyanah, 2023). This is the moment to instill democratic and civic education early on.

In line with this vision, the **Kawula17 Goes to School** program was launched, targeting secondary school students (SMA/SMK and equivalent) across diverse regions of Indonesia. This program aims to strengthen students' critical thinking by using local environmental issues as a springboard for contextual and relevant learning.

As secondary school students increasingly step into the public sphere, participating in protests and demonstrations since #ReformasiDikorupsi in 2019, we witness a powerful transformation: **students are no longer passive observers but are emerging as passionate voices in society**. In response to this brave shift, Kawula17 underscores the necessity of pairing this newfound courage with knowledge and critical thinking skills, ensuring that their engagement evolves into a reflective, conscious, and responsible embrace of citizenship.



By empowering senior secondary students (SMA/SMK and equivalent) with essential skills, we envision a future in which they become **active, critical, and empowered citizens**. As they transition to higher education or the workforce, the foundation of critical thinking cultivated at this stage will enable them to tackle challenges effectively, make informed decisions, and contribute meaningfully to social and civic life.



# About Kawula17 Goes to School



**Kawula17 Goes to School** is a program under the Pelopor Pilihan Tujuhbelas Foundation (PP17) that encourages young people to become informed citizens who are actively and critically engaged in their communities. PP17 is an independent, non-profit foundation and is not affiliated with any political party or political interest.

PP17 recognises that an ideal democracy must actively involve citizens who are critical and attentive to their surroundings. We believe that **critical thinking** should begin as early as possible, even during school years. For this reason, PP17 initiated Kawula17 Goes to School, a workshop specifically designed for senior secondary school students (SMA/SMK and equivalent).

The Kawula17 Goes to School program was established to enhance students' critical thinking skills, particularly regarding issues in their immediate environment. This is crucial to ensure that students become **more aware, empowered, and able to engage** in efforts to address problems in their communities. The program also aligns with the Pancasila Student Profile dimensions of critical reasoning, independence, mutual cooperation, and creativity. Through this approach, students are expected to gain a deeper understanding of their **rights and responsibilities as citizens**.

## The Purpose of Kawula17 Goes to School

### Increased understanding

Enhancing awareness and understanding among senior secondary school students (SMA/SMK and equivalent) of issues in their surrounding environment.

### Critical thinking

Encourage students to think critically in identifying, analysing, and developing solutions to issues in their surrounding environment.

### Freedom of expression

Providing a safe and equal space for students to speak up and share their thoughts with different stakeholders.

### Creative thinking

Empower students to develop creative and implementable solutions to address issues in their immediate surroundings.



# Our Collaborations

Throughout 2025, Kawula17 collaborated with our local partners Ruang Belajar Aqil, AIESEC Indonesia, and Ikatan Pelajar Muhammadiyah to reach 17 cities, more than 20 schools, and over 2,000 secondary school students. This collaboration enabled the Kawula17 Goes to School program to be delivered directly across various regions using an approach that was contextual and relevant to students.

## About Ruang Belajar Aqil

Ruang Belajar Aqil is a learning platform for the wider community, providing spaces for educational activities and capacity-building. Visit the Ruang Belajar Aqil website at: [www.ruangbelajaraqil.org](http://www.ruangbelajaraqil.org)

## About AIESEC

AIESEC is a youth-led, leadership-based organisation present in more than 120 countries. Visit the AIESEC Indonesia website at: <https://aiesec.or.id/>

## About Ikatan Pelajar Muhammadiyah

Ikatan Pelajar Muhammadiyah is one of Muhammadiyah's autonomous organisations, working in the fields of education and youth development. Visit the Ikatan Pelajar Muhammadiyah website at: <https://ipm.or.id/>

Partners play a key role throughout the program's journey, from preparing activities and building partnerships with schools to serving as organising committee members and on-the-ground facilitators. Beyond that, local partners also help apply the regional context, particularly by mapping the issues and challenges students face in their respective areas. This approach aligns with the objectives of Kawula17 Goes to School, which aims to introduce a framework for critical thinking while highlighting environmental issues closely connected to students' everyday lives in each region visited.



# Activities

In the process, we invite students to identify and analyse problems and map the stakeholders involved in those issues. Through this approach, students are able to design creative and implementable solutions to address the problems they have previously identified.

| 1                                                                | 2                                                                 | 3                                                                                       | 4                                               | 5                                                                             |
|------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------|
| Better understanding of the environment and environmental issues | Identifying environmental issues in their surrounding environment | Analysing environmental problems through the 5 Whys method to uncover their root causes | Group session: Stakeholder analysis and mapping | Investigating root causes using document studies, interviews, and observation |

| 6                                                                            | 7                                                       | 8                                                             | 9                                                               | 10                                                                          |
|------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------|
| Group session: Collecting data through interview and/or observation practice | Group session: Defining root causes and problem framing | Group session: Exploring aspirations or alternative solutions | Group session: Formulating aspirations or alternative solutions | Group session: Presenting aspirations or alternative solutions to the forum |

# Where We At in 2025

| Sumatera                                   | Jawa                                                                                                                       |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Deli Serdang<br>Lampung<br>Medan<br>Padang | Jakarta<br>Jember<br>Kendal<br>Malang<br>Purwokerto<br>Semarang<br>Sumedang<br>Surabaya<br>Tangerang Selatan<br>Yogyakarta |
| Kalimantan                                 |                                                                                                                            |
| Pontianak                                  |                                                                                                                            |
| Papua                                      | Sulawesi                                                                                                                   |
| Sorong                                     | Makassar                                                                                                                   |



# The Journey of Kawula17 Goes to School in 2025



# Participants' Profile

## Participants Profile of Kawula17 Goes to School

base: all, n=3.769

| Area         |    |
|--------------|----|
| Purwokerto   | 5% |
| Lampung      | 7% |
| Yogyakarta   | 5% |
| Medan        | 7% |
| Deli Serdang | 6% |
| Makassar     | 5% |
| Sorong       | 5% |
| Malang       | 7% |

| Area      |    |
|-----------|----|
| Semarang  | 5% |
| Kendal    | 6% |
| Pontianak | 6% |
| Surabaya  | 6% |
| Jember    | 8% |
| Padang    | 7% |
| Sumedang  | 6% |
| Jakarta   | 9% |

| Grade    |     |
|----------|-----|
| Grade 10 | 43% |
| Grade 11 | 45% |
| Grade 12 | 12% |

| Type of school |     |
|----------------|-----|
| Public         | 50% |
| Private        | 50% |

| Gender |     |
|--------|-----|
| Women  | 60% |
| Men    | 39% |

| Student body |     |
|--------------|-----|
| Yes          | 45% |
| No           | 55% |

| Bases  |     |
|--------|-----|
| City   | 29% |
| School | 71% |



# Our Findings



# Key Findings

## Participants' understanding of environmental issues

There are differences in how the term “environment” is understood between participants in urban and rural areas. Participants in urban areas tend to view the environment as a crisis that must be addressed urgently. Meanwhile, those in rural areas understand it as nature that needs to be protected, as well as a space for living and relationships.

In addition, flooding and drought are the most widely recognised environmental issues (59%) and are also considered the most urgent to address (51%).

## Participants' expectations and learnings

The majority of participants (88%) reported that their expectations of the Kawula17 Goes to School program were (very) well met. Learning related to critical thinking awareness, students' ability to contribute, and the opportunity to share perspectives successfully met their expectations. Overall, following the Kawula17 Goes to School program, participants demonstrated a greater awareness of the importance of critical thinking (+14%).

## Participants' understanding of the module

The majority of participants (60%) understood the modules delivered during the Kawula17 Goes to School program. The material participants found easiest was understanding the problem (27%), while the most challenging was analysing problems using the 5 Whys method (33%).

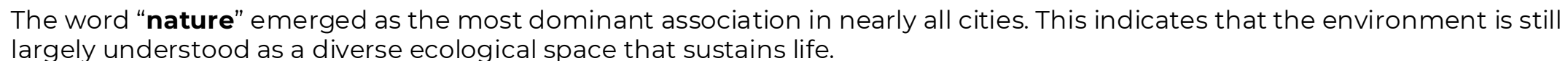
At the same time, most participants also considered the 5 Whys method to be (very) easy to use (64%), and the “How Might We” method was rated as (very) helpful (75%) in formulating solutions to existing problems.

## Participants' Activism Level

Prior to the program, most participants' levels of activism were categorised as participants (48%), followed by spectators (27%). After the implementation of Kawula17 Goes to School, there was a shift in activism levels toward frontliners (+25%) and activists (+27%).

Following the program, activists became the largest group (48%), followed by frontliners (28%). These findings indicate the success of the Kawula17 Goes to School program in increasing participants' aspirations to engage with issues.

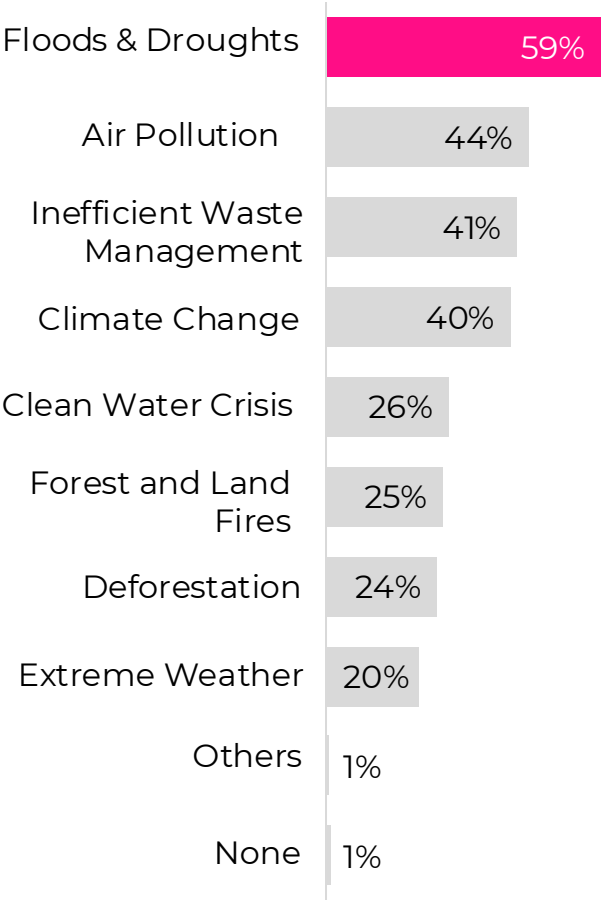




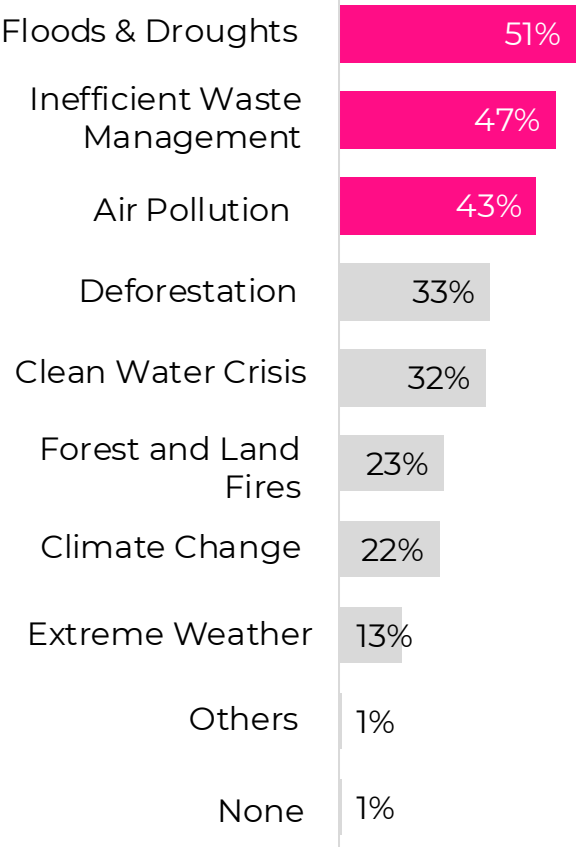
Floods and droughts are the most commonly recognised issues (59%) among participants, and 51% believe they require immediate attention.



**Environmental issues that are known**  
*base: all, n=3.069*



**Environmental issues that must be resolved immediately**  
*base: all, n=3.069*



Floods and droughts are the most recognised issues, with 59% of participants identifying them and 51% believing they require immediate attention. These results align with the Kawula17 National Survey conducted from Q1 to Q4 of 2025, which highlighted flooding and waste management as urgent environmental concerns.

Participants from the Kawula17 Goes to School program also emphasized the need for immediate action on these issues, with support from various regions: Kendal (57%), Lampung (64%), Medan (63%), Padang (52%), Pontianak (55%), Semarang (58%), Sorong (67%), and Sumedang (56%).

High awareness of flooding and drought was noted among residents of Lampung (74%), Medan (68%), Pontianak (64%), and Sorong (78%).



## Kawula17 Goes to School is considered an alternative learning space that meets students' needs.



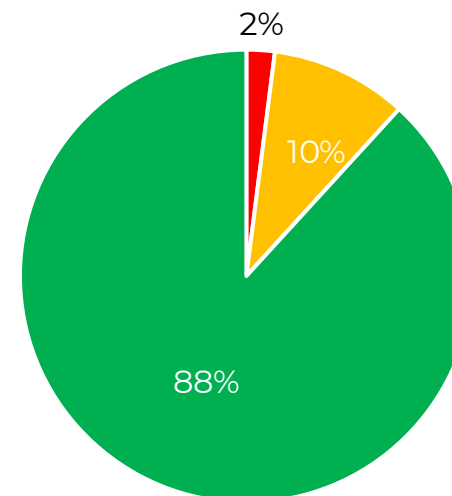
Some of the expectations that often arise from Kawula17 Goes to School participants before starting the activity are that they can:

- increase their knowledge and insight, especially related to environmental issues.
- foster environmental awareness and care in their everyday lives.
- strengthen their critical thinking skills.
- gain new experiences.
- build relationships and social networks with students from diverse backgrounds.

|                                                                                       |                                                                                         |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Supaya bisa lebih aktif dalam menyuarakan masalah lingkungan                          | Harapan aku untuk kegiatan ini, aku dapat menemukan banyak teman baru dan wawasan baru! |
| Can contribute to my school!                                                          | Agar bisa menjadi agen perubahan                                                        |
| semoga saya bs semakin berwawasan luas, dan bs mulai lebih peduli terhadap lingkungan | makin aware sama isu lingkungan dan bisa kontribusi langsung                            |

### Expectations fulfilled after the activity Kawula17 Goes to School

base: post, n=1.730



■ (Very) Unsatisfactory    ■ Average    ■ (Very) Satisfactory

Most Kawula17 Goes to School participants felt that their expectations for participating in this activity were (very) fulfilled (88%). Those who felt their expectations were (very) fulfilled were significantly more likely to be from public schools (90%), female (91%), members of the Student Council (91%), as well as those classified as participants (79%), activists (91%), and frontliners (96%).



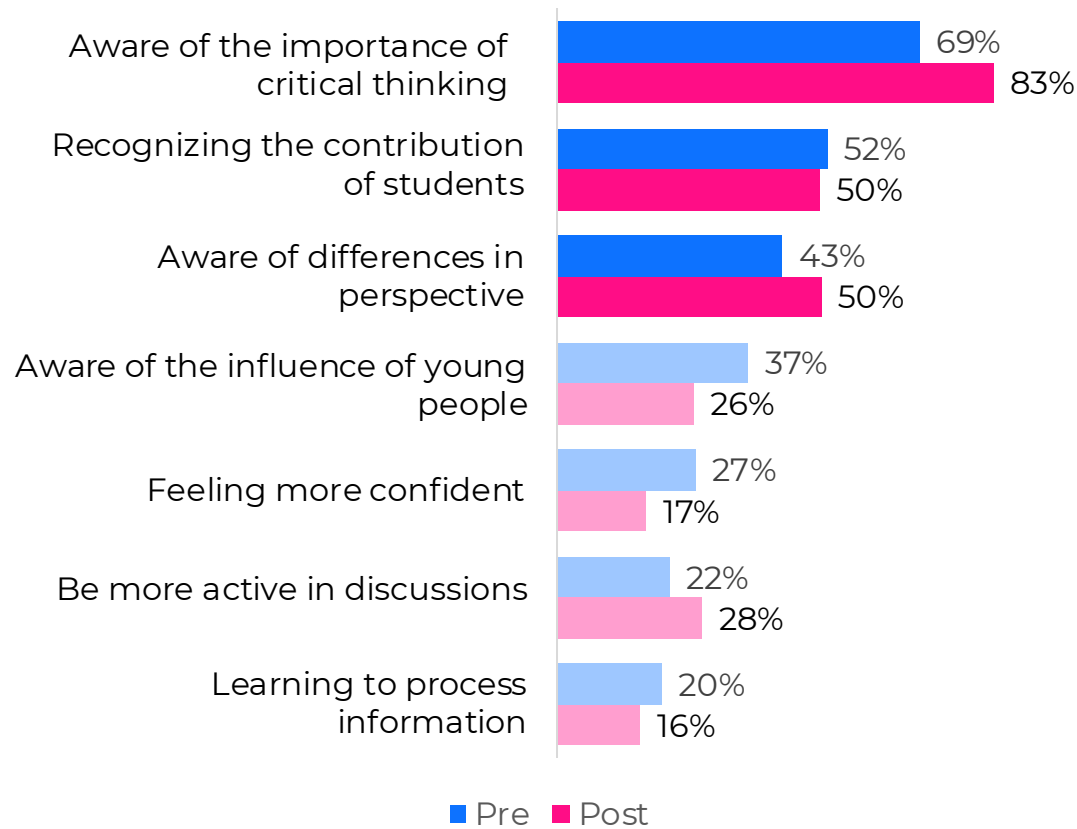
## The majority of Kawula17 Goes to School participants recognise the importance of critical thinking skills (69%).



### The main lesson to be learned from Kawula17 Goes to School

base: pre, n=2.039

base: post, n=1.730



Participants of Kawula17 Goes to School hope this activity will raise awareness of the importance of critical thinking, and they appreciate the value of learning that supports these abilities. There was a significant increase in critical thinking skills (+14%) before (69%) and after (83%) participating in the Kawula17 Goes to School activity.

In general, critical thinking is highly valued in various regions such as Deli Serdang (76%), Jakarta (72%), Jember (86%), Kendal (81%), Lampung (73%), Makassar (74%), Malang (79%), Medan (83%), Pontianak (74%), Purwokerto (93%), Surabaya (84%), and Yogyakarta (73%). After participating in the Kawula17 Goes to School event, participants became increasingly aware of the importance of critical thinking skills, reaching 83%.

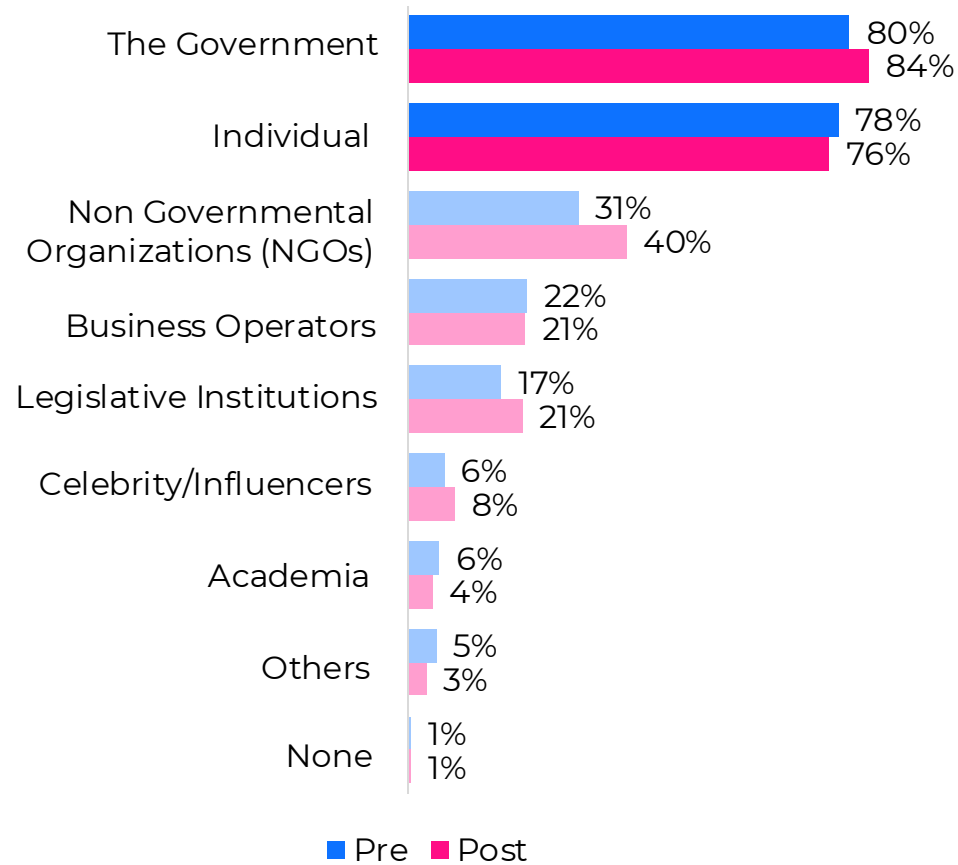


## Most participants considered the government as the party most responsible for resolving environmental issues.

### The responsible parties

base: pre, n=2.039

base: post, n=1.730



Participants Kawula17 Goes to School who significantly considered the government the main party responsible were significantly more likely to be classified as activists (85%).

The government is also considered the main party responsible, especially for those from Sulawesi (88%). The government was also significantly chosen by Kawula17 Goes to School participants in Jakarta (87%), Jember (81%), Kendal (79%), Lampung (87%), Makassar (88%), Malang (85%), Medan (92%), Pontianak (81%), Purwokerto (84%), Sorong (82%), Surabaya (85%), as well as Kawula17 Goes to School participants Yogyakarta (83%).

On the other hand, those who consider individuals to be significantly responsible are those who come from public schools (81%), members of the Student Council (80%), as well as those who are classified as participants (76%), activists (81%), and frontliners (78%).

# Participants' Ideas

The collection of ideas developed by students during the Kawula17 Goes to School shows how young people can identify environmental issues in their surroundings and respond with contextual solutions.

In various cities, the ideas that emerged stemmed from everyday issues closely related to school life and the community, such as waste management, sanitation, food, energy, and transportation.

Overall, the compilation of participants' ideas shows that young people are not only able to identify environmental problems but also to offer solutions—ranging from practical measures at the school level to policy aspirations at the city level. This diversity of ideas underscores the importance of creating meaningful opportunities for young people to participate, as their experiences give rise to relevant, critical, and change-oriented ideas.

## **MBG Anak Bangsa Website (Lampung)**

This website is intended as a platform for disseminating information about the menu and nutritional content of the meals provided by each school, as well as enabling students to provide criticism and suggestions regarding the MBG program.

## **IoT-Based Spider Trash (Sorong)**

Creating an automatic trash net that is spread across the river. When a certain amount of trash has been collected, the net will automatically be lifted. An application has also been created to monitor the weight of trash in the net.

## **Eco Safe Earth (Sumedang)**

Collecting plastic waste from the entire school community to be processed into eco-bricks that can be used for school needs such as chairs, tables, and others.



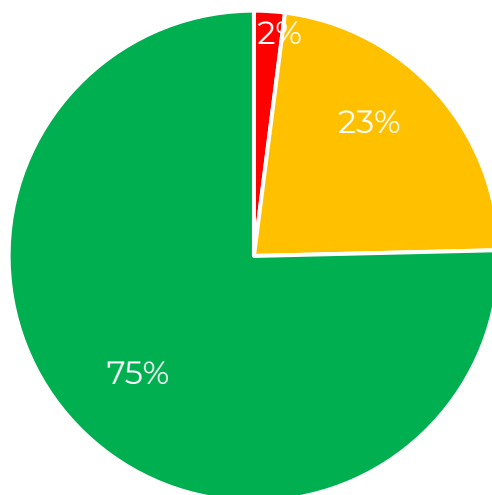
# The Impact of Kawula17 Goes To School On Participants



The majority of participants felt (very) capable of identifying and contributing to environmental change.

### Ability to recognize and identify environmental issues

base: post, n=1.730



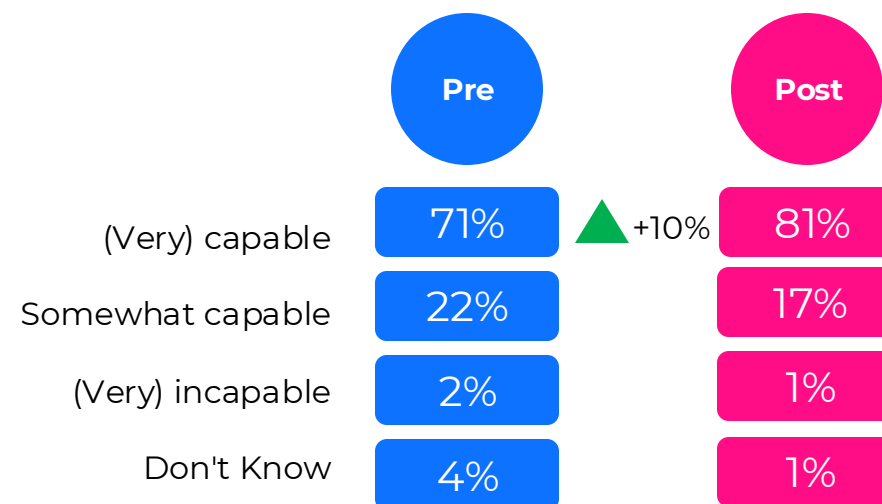
■ (Very) Capable ■ Slightly Capable ■ (Very) Incapable

Participants of Kawula17 Goes to School who feel very capable of recognizing and identifying environmental issues in their surroundings primarily come from public schools (78%), are student council members (80%), are activists (77%), and those classified as frontliners (89%).

### The ability to make environmental changes

base: pre, n=2.039

base: post, n=1.730



Those who are actively involved in the student council feel very capable of creating change, with 82% expressing this confidence. Additionally, a strong sense of capability is reported among those classified as participants (69%), activists (86%), and frontliners (95%).

# Level of Environmental Activism

## Nice to know

The total score is calculated by adding up the values of each indicator, with a maximum score of 100. A higher score reflects a higher level of awareness and engagement in the issue.

The “uninterested” group consists of those who rarely engage in related activities, while “frontliners” are those who are active and frequently exposed to issues and activities related to the environment.

### Frontliner



*Frontliners* are the people most likely to be at the core of the movement: they actively follow the news, discuss issues, participate in activities, respond to policies, and are involved in related organizations.

### Activist



*Activists* are not as active as *Frontliners*. However, *Activists* remain aware of the issue through the news, discuss it with friends and family, and are often involved in several organized activities.

### Participant



*Participants* are those who are interested in issues such as the environment, human rights, gender, and corruption, and follow developments through news or discussions, but with limited involvement.

### Spectator



*Spectators* are people who have basic knowledge about the issue and show concern as citizens by at least participating in activities such as elections or voting.

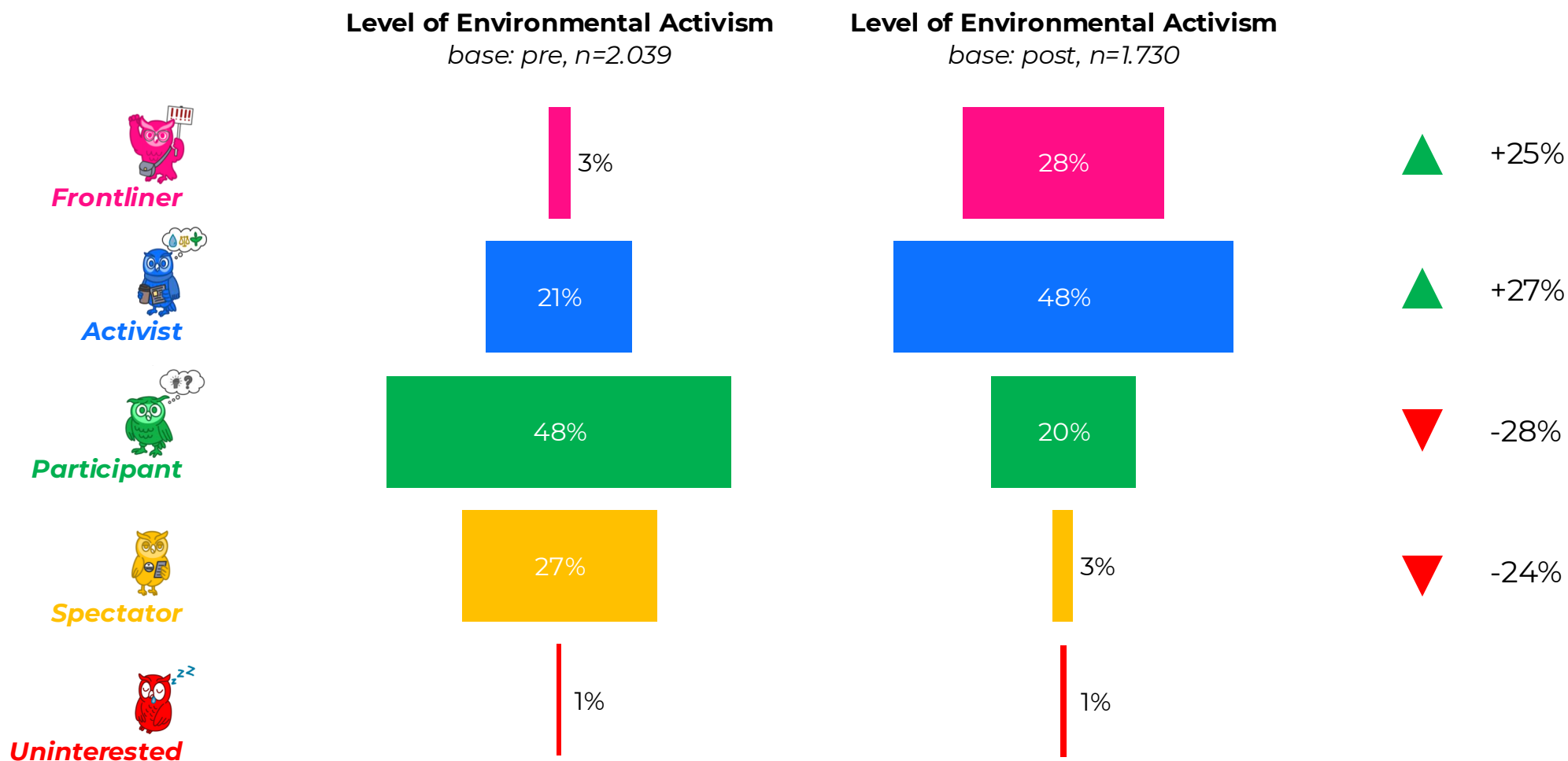
### Uninterested



*Uninterested* individuals are those who have little or no awareness of issues and are rarely involved in political, social, or environmental discussions or activities.



There is a significant change in the level of activism among participants before and after participating in Kawula17 Goes to School.



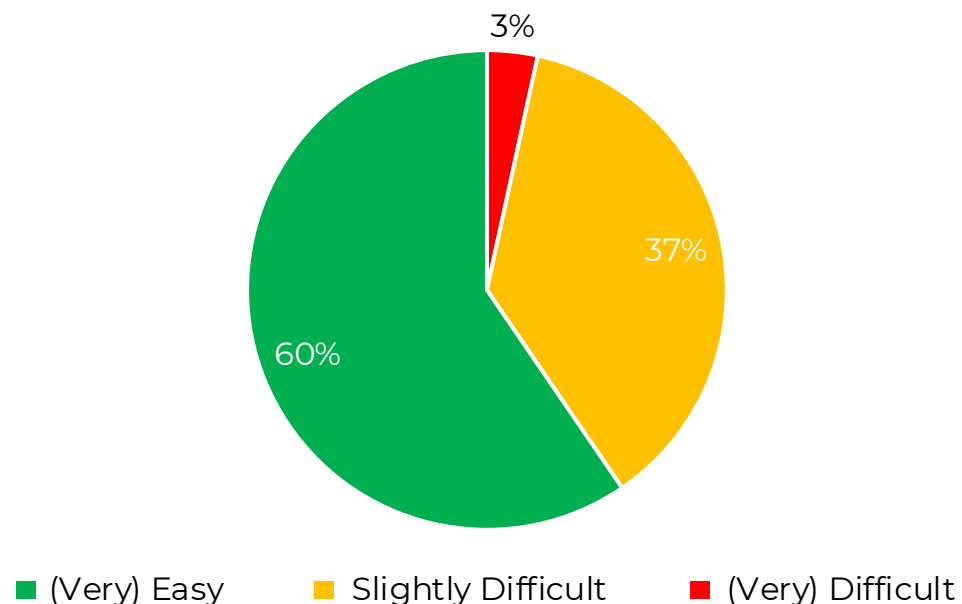
# Module Evaluation



The majority of participants found the materials and modules easy to understand.

### Understanding the module Kawula17 Goes to School

base: post, n=1.730

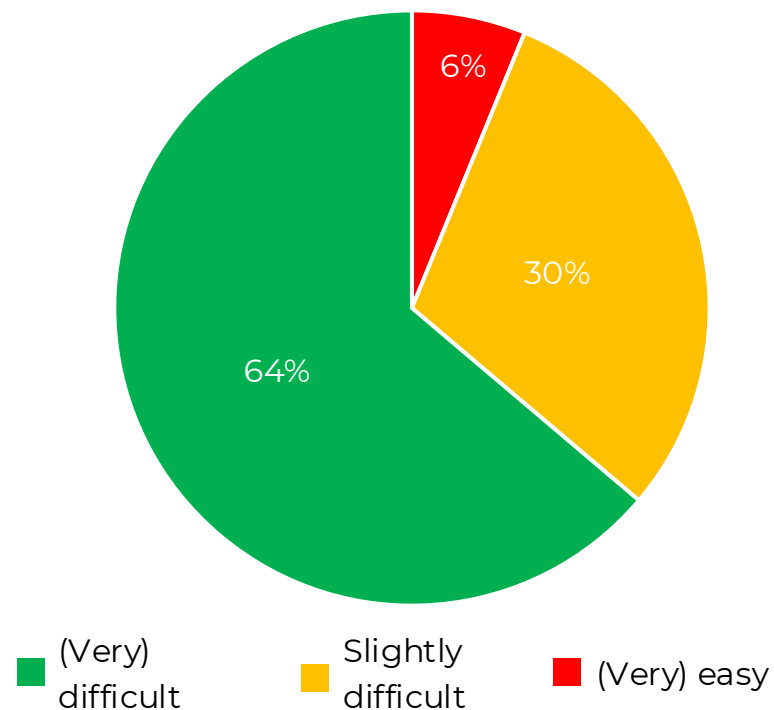


Participants in the Kawula17 Goes to School program who found the materials and modules to be (very) easy were predominantly from public schools (64%). Additionally, these participants were more likely to be classified as participants (56%), activists (58%), or frontliners (68%). Among geographical regions, participants from the islands of Sumatra (66%) and Kalimantan (71%) also considered the materials and modules to be (very) easy.

Conversely, those who perceived the Kawula17 Goes to School materials and modules as (very) difficult were significantly more likely to be classified as uninterested (29%) or as spectators (10%). Regionally, participants from Yogyakarta (12%) were among those who found the materials and modules to be (very) difficult.

The "5 Whys" method is considered (very) easy to understand by most participants of Kawula17 Goes to School.

**"5 Whys" Method**  
base: post, n=1.730



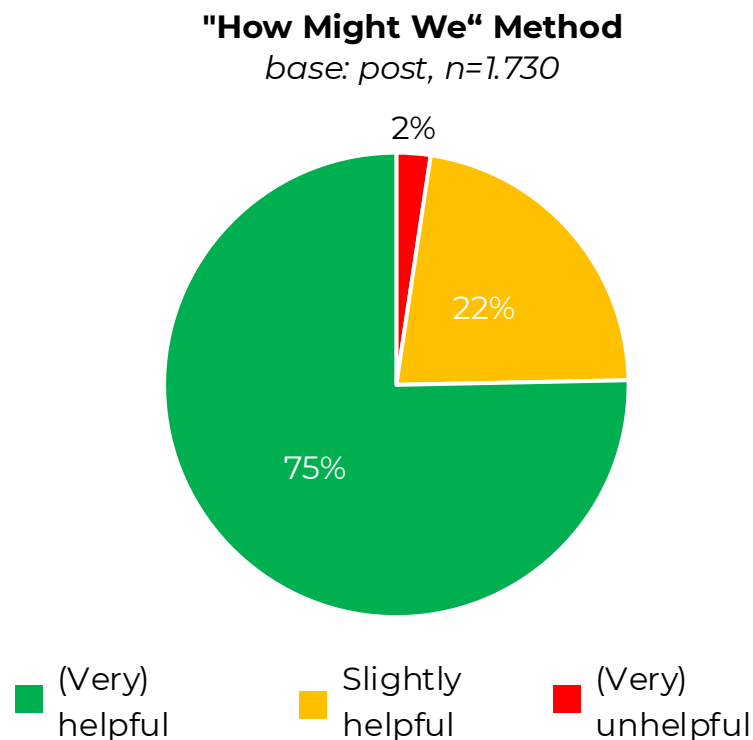
64% of Kawula17 Goes to School participants felt that the "5 Whys" method was (very) easy, with 68% being student council members, those classified as activists (63%), and those classified as frontliners (75%).

#### Nice to know

The **5 WHYS method** supports 5W+1H (what, who, when, where, why + how) to find **the root cause of a problem**, rather than just looking at the surface. This method requires a highly critical attitude in order to dig deeper into the problem.

This approach helps participants to not stop at the initial answer, which generally only describes the symptoms, but encourages a more in-depth exploration of cause and effect, thereby preventing premature conclusions and superficial solutions.

“How Might We” is considered a (very) helpful method (75%) in formulating solutions.



75% of Kawula17 Goes to School participants felt that the “How Might We” method was (very) helpful, with 80% being student council members, those classified as activists (75%), and those classified as frontliners (86%).

#### Nice to know

The “How Might We” method helps frame problems as positive, open-ended questions, enabling the search for creative solutions.

- **How:** Focus on opportunities, solutions, or potential.
- **Might:** Allow for various approaches.
- **We:** Encourage collaboration.

This method starts by identifying a specific problem, after which a “How Might We” question is formulated to inspire collaborative and innovative solutions. For example, if the problem is the amount of plastic waste in schools, one might ask, “How might we reduce plastic waste in schools?”

# Evaluation of Activities

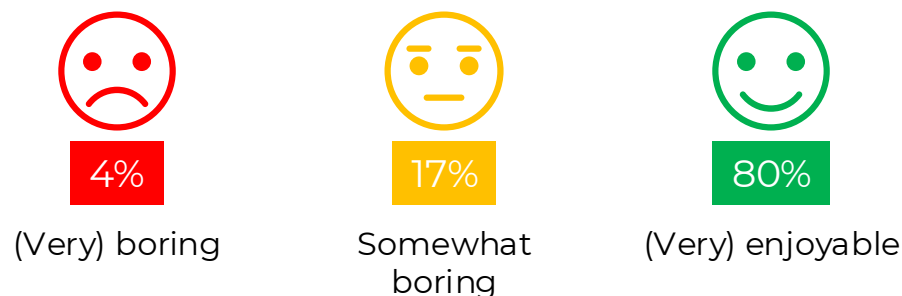


Participants of Kawula17 Goes to School found this activity fun, useful, and easy to understand.



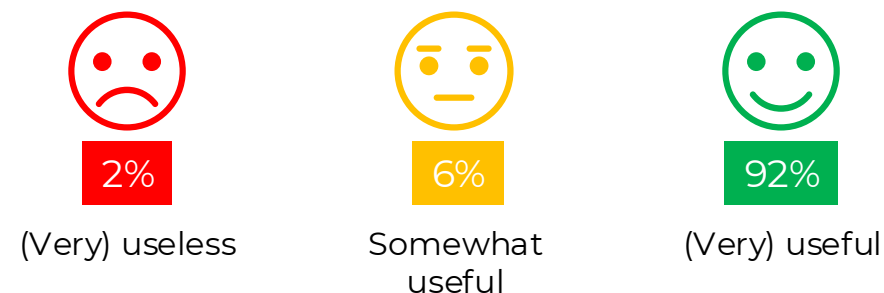
### Assessment of the excitement of the activity

base: post, n=1.730



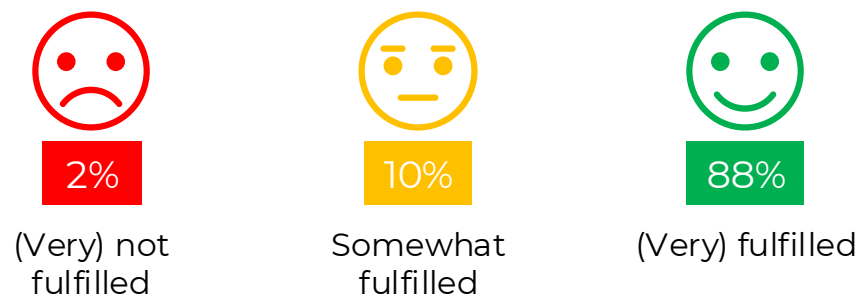
### Assessment of the usefulness of activities

base: post, n=1.730



### Expectations for activities

base: post, n=1.730



The Kawula17 Goes to School activity received a positive response from participants across 17 cities in Indonesia. A significant majority of participants found the activity to be enjoyable (80%) and useful (92%). Additionally, 88% of participants felt that their expectations for the event were fully met.

This positive feedback suggests that the program is relevant to students' needs and effectively delivers the material in an engaging and meaningful manner.

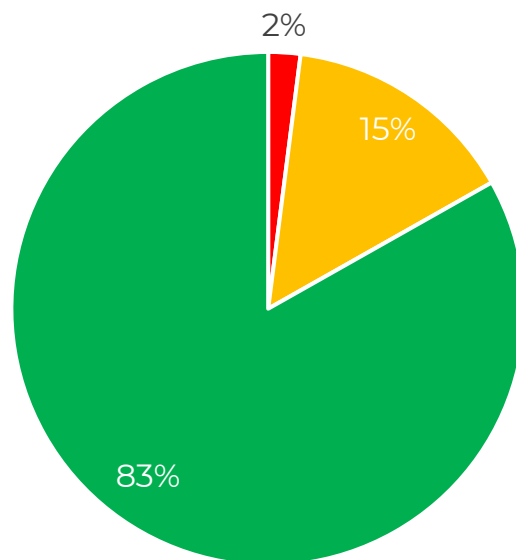


Participants found the lead facilitators of Kawula17 Goes to School effectively delivered the material (81%).



### Clarity of material presented by the lead facilitator

base: post, n=1.730



■ (Very) clear    ■ Somewhat clear    ■ (Very) unclear

Kawula17 Goes to School participants rated the material presented by the facilitators as (very) clear, especially for those in Deli Serdang (98%), Jakarta (92%), Jember (93%), Pontianak (87%), and Purwokerto (87%). The material presented by the facilitators was also considered (very) clear by those who were classified as activists (83%), as well as those who were classified as frontliners (91%).

### Nice to know

The lead facilitator is the main guide who directs all participants throughout each stage of the Kawula17 Goes to School activity.

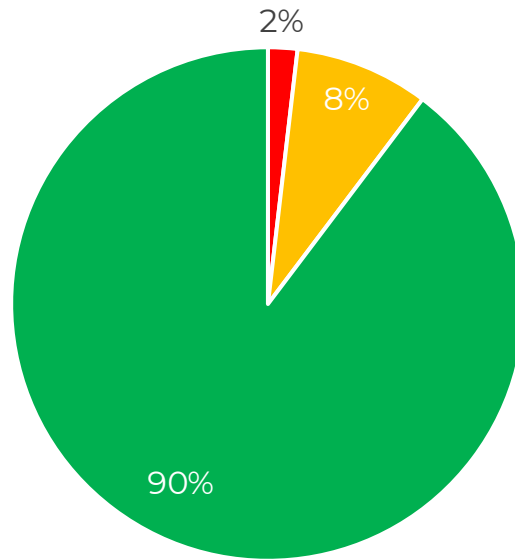
This individual is responsible for presenting the training material, providing context, explaining how to complete worksheets, assessing the participants' situations, and ensuring that the objectives of the activity are met. The lead facilitator oversees the entire process from start to finish, ensuring that the activity is dynamic and encourages participation.



The Kawula17 Goes to School facilitators were rated (very) good (90%).

### Facilitator assessment

base: post, n= 1.730



■ (Very) good ■ Average ■ (Very) poor

The facilitators were rated (very) good, especially by participants in Deli Serdang (98%), Jakarta (93%), Jember (96%), Goes to School program in Deli Serdang (98%), Jakarta (93%), Jember (96%), Lampung (94%), and Makassar (95%). Facilitators were considered (very) good by those with activist (90%) and frontliner (94%) levels.

### Nice to know

A facilitator is responsible for guiding participants through each stage of the Kawula17 Goes to School activity.

Facilitators play an essential role in guiding discussions, encouraging participant engagement, ensuring that all voices are heard, and helping to reach a consensus or final outcome while remaining neutral.

Facilitators are assigned to each participant group to support the entire process from beginning to end.

Participants were satisfied with the activity, achieving an NPS of 25%. Additionally, 45% expressed interest in participating in similar activities in the future.

### Net Promoter Score\*

base: post, n=1.730

22%

Detractors

35%

Passives

45%

Promoters

### Net Promoter Score\*

base: post, n=1.730

25%

### Average participants' rating

base: post, n=1.730

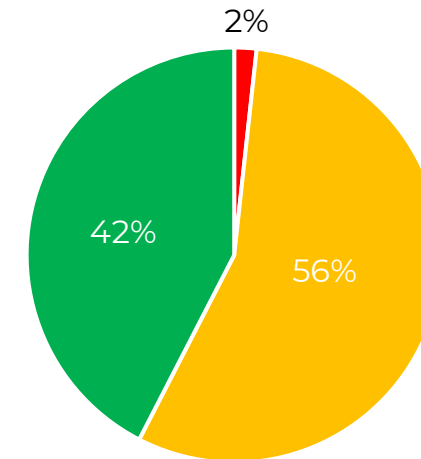
8.0 dari 10

### Nice to know

[Net Promoter Score](#) (NPS) is a metric used to measure customer/participant loyalty and satisfaction. Participant responses are categorized as: Promoters (scores 9-10), Passives (scores 7-8), and Detractors (scores 0-6). NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. According to Bain & Co., an **NPS score above 20 indicates good performance, above 50 is considered very good, and above 80 is world-class.**

### Desire to attend similar events in the future

base: post, n=1.730



■ Definitely ■ Maybe ■ Probably not

The majority of participants in Kawula17 Goes to School are interested in participating in similar events in the future. Those with higher levels of activism show greater interest in participating again. For example, 40% of activists and 70% of frontliners expressed their willingness to join activities like Kawula17 Goes to School again.

# The Schools' Aspirations and Hopes

During the implementation of the Kawula17 Goes to School program in 2025 across 17 cities, all participating schools received the initiative very positively.

The schools demonstrated openness and provided full support for the series of activities. They assessed that Kawula17 Goes to School delivered tangible benefits for students, particularly in enhancing their critical thinking skills and increasing their awareness of relevant issues. The program was regarded as pertinent to students' needs for understanding social and environmental issues in a reflective and contextual manner.

Moreover, several schools expressed interest in hosting similar activities again or in developing follow-up programs inspired by Kawula17 Goes to School. This enthusiasm reflects the school's trust in the program's approach and opens opportunities for continued collaboration to strengthen critical and participatory education within the school environment.

"This is a valuable resource for motivation, inspiration, and facilitating the learning process. I believe it should be continued, developed, and expanded if necessary, to become an integral part of our efforts to prepare the younger generation for Indonesia Emas in 2045." – Suharto, Principal of SMAN 1 Bandar Lampung

"The event was truly memorable for both the school and the students. They showed great enthusiasm in participating from early in the morning. We would be very supportive of hosting similar activities at our school in the future. This gives us hope that our students will develop a strong passion for caring for the environment." – Surya Putra, Deputy Head of Student Affairs at SMKN 1 Pontianak

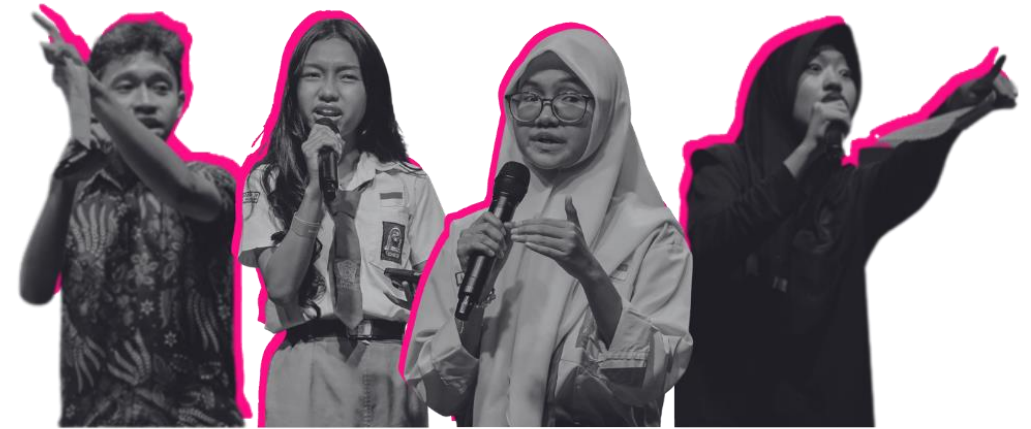
# Our Next Journey



# Becoming a Home for Ideas

After completing a journey through 17 cities across Indonesia, a summary of the Kawula17 Goes to School program was presented during one of the sessions and installations at the Rumah Kaca Festival. This festival created an opportunity for young people to learn about and understand environmental issues and climate change, while also encouraging their active participation as citizens through a variety of activities. These activities included booth activations, walking tours, discussions, workshops, movie screenings, and music performances.

The Rumah Ide (House of Ideas) at the Rumah Kaca Festival was designed to provide a platform for Kawula17 Goes to School participants to share their aspirations directly with the public. This initiative aims to promote the active participation of young people.



Kawula17 Goes to School was featured in a Rumah Ide session, which included representatives from Jakarta. Four students took the stage to express their aspirations as young individuals concerned about environmental and urban issues in their city, using poetry and speeches.

The performance provided a platform for the students to voice their anxieties, hopes, and critical perspectives, while also reinforcing Rumah Ide as a valuable participatory space for youth. Additionally, the Kawula17 Goes to School installation at the festival documented the project's journey across 17 cities throughout 2025. This exhibition showcased diverse ideas and concepts from students, reflecting solutions to environmental challenges in their communities through critical thinking.



# Kawula17 Goes to School 2026



After successfully implementing the Kawula17 Goes to School program in 17 cities throughout 2025, the journey will continue in 2026 with a goal of reaching 20 cities across various regions of Indonesia.

The selected cities will include a mix of new regions as well as areas that have been previously visited. This approach aims to expand the program's reach while deepening its impact in areas already involved. Additionally, as in past implementations, the 2026 Kawula17 Goes to School program will also focus on regions facing environmental issues.

In 2026, Kawula17 Goes to School will expand its collaboration with additional partners. This collaboration will not only focus on the role of local partners in implementing activities but will also include organisations and individuals who can share their knowledge and experiences, as well as provide direct networking opportunities for participants. This approach aims to enrich the learning process and strengthen the relationship between students and the relevant issues they are studying.

Based on the evaluation of last year's implementation, Kawula17 Goes to School will place a greater emphasis on connecting participants' ideas and thoughts with relevant partners in 2026. This initiative is designed to ensure that ideas generated through critical thinking move beyond discussion and have the opportunity to be implemented in practice with support from various stakeholders.



# Let's Collaborate



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Kawula17 Goes to School participants most frequently use WhatsApp (89%) and TikTok (80%), and most often watch short videos (82%) compared to other types of content.

### Most Used Social Medias

*base: all, n=3.769*

|           | Total |
|-----------|-------|
| Whatsapp  | 86%   |
| Instagram | 80%   |
| TikTok    | 75%   |
| YouTube   | 24%   |
| Twitter/X | 5%    |
| Telegram  | 3%    |
| Facebook  | 2%    |
| Threads   | 1%    |

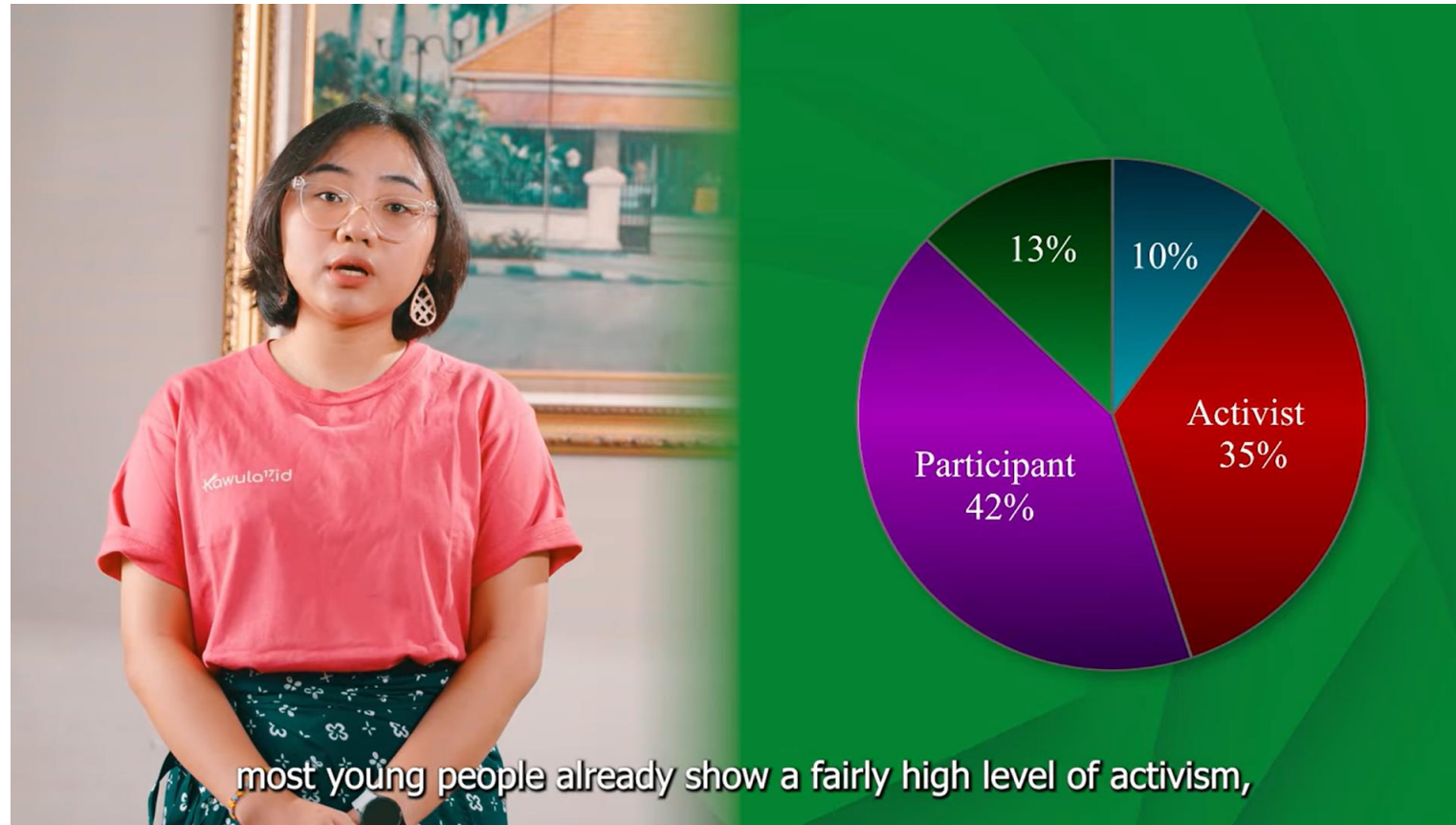
The majority of Kawula17 Goes to School participants used WhatsApp (86%), which was particularly significant among Kawula17 Goes to School participants from Makassar (89%), Malang (89%), and Yogyakarta (89%). Among those who used TikTok, it was significantly more popular among Kawula17 Goes to School participants on the island of Java (78%) and Kalimantan (89%).

### Types of content that are often viewed

*base: all, n=3.769*

|              | Total |
|--------------|-------|
| Short Videos | 82%   |
| Long Videos  | 57%   |
| Photos       | 30%   |
| Infographics | 21%   |
| Audio        | 7%    |
| Others       | 0%    |

Participants of Kawula17 Goes to School from Deli Serdang (88%), Jakarta (89%), Jember (91%), Kendal (88%), Pontianak (94%), Purwokerto (95%), Surabaya (89%), and Yogyakarta (89%) significantly often view short video content on social media.



## Kawula17 Goes to School Jakarta “Youth and Climate Action”



# Coverage of Kawula17 Goes to School

