



**NATIONALHIGH**  
JAKARTA SCHOOL



P.I.A.G.E.T. Academy

# BI-WEEKLY BULLETIN

7 - 20 FEBRUARY 2025

<https://nh.piagetacademy.org>

## CELEBRATING THE COMMUNITY

Passion  
Integrity  
Adaptability  
Grace  
Excellence  
Teamwork

2024 - 2025





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# WHAT'S INSIDE THIS ISSUE:

**01**

DEAN'S ARTICLE

**02**

CHINESE NEW YEAR  
CELEBRATION

**03**

INDONESIAN STUDIES

**04**

HARVARD MODEL  
CONGRESS ASIA  
(HMCA)

**05**

APPLICATION OF  
PHYSICS IN THE  
WORLD AROUND US

**06**

ACKNOWLEDGEMENT

**06**

HIGHLIGHTS/  
ANNOUNCEMENT

**06**

UPCOMING EVENTS





## DEAN'S ARTICLE

### "Leaders Eat Last" – A Reflection on Leadership and Well-being

While accompanying our Year 12 students on their Milestone Programme in Labuan Bajo, I've found myself reflecting deeply on the principles in Simon Sinek's book *Leaders Eat Last*. Many of us know Simon Sinek as the British-American author and inspirational speaker behind the famous 'Start With Why' philosophy. His idea is simple yet powerful: the most successful leaders focus not only on what they do or how they do it, but on why they do it. In *Leaders Eat Last*, Sinek takes this further, emphasising that **truly effective leadership comes from prioritising the well-being of others. By creating a safe and trusting environment, leaders can unlock the full potential of those in their care.**

During our time in Labuan Bajo, I had a personal opportunity to practice this leadership concept. I realised that to lead effectively, I must learn to "eat last" – focusing not on my own needs but on the needs of the students I am entrusted to care for. One moment, in particular, highlighted the true meaning of "eating last". The night before our trek to Wae Rebo, an isolated village with no electricity and internet, one of our students fell ill. Faced with the challenge of still leading the trek, I had to prioritise her well-being first. I checked her condition immediately, updated her parents, and coordinated with the trip organisers to ensure someone would stay with her and look after her while I went to lead the trek to Wae Rebo. I made sure she had a proper, light meal before I left, and I regularly checked on her progress. By the second day, she was feeling much better.



This experience taught me that "eating last" is more than just a gesture; it's about truly caring for others in the smallest of ways, even when they might go unnoticed. It's not enough to ask, "How are you?" but rather, **"How is life for you? How can I help?"** It's not simply telling someone to "take care" but asking, **"How do you feel? Is there anything you need?"** "Eating last" means showing genuine empathy, not just a cognitive empathy being expressed, but in action – **from the heart.**

Leadership is something we all experience in many aspects of our lives – as parents, mentors, managers, class captains, or heads of departments. We are leaders to our friends, families, colleagues, and even to ourselves. **When we treat others with the respect and care they deserve, when we extend trust, we will earn trust in return.** When people feel seen and valued, when they feel like they belong, they will naturally begin to care for others, just as they've been cared for. **This kind of caring environment – whether at home, school, work, or in your own heart – allows others to engage fully, and they bring their heads and hearts into everything they do.**

**So, what are we waiting for? Leaders eat last! 😊**

"When we prioritise the well-being of our people, in return, they will give everything they've got to protect and advance the well-being of one another." – Simon Sinek

Shared by

**Ms Yosuanela Putri Maristya**

Dean for Character Development and Student Affairs



# CHINESE NEW YEAR CELEBRATION

## 欢庆新年，喜气洋洋 Celebrating the New Year with Joy and Excitement

新年的钟声敲响，校园里洋溢着欢乐和喜庆的气氛。孩子们穿着美丽的传统服饰，手里拿着五颜六色的棉花糖，脸上洋溢着幸福的笑容，尽情享受节日的甜蜜与欢乐。

As the New Year arrives, the school is filled with joy and festivity. Children dressed in beautiful traditional outfits, hold colourful cotton candy in their hands, their faces beaming with happiness as they savour the sweetness of the festival.

在书法区，孩子们认真地书写着“福”字，每一笔都饱含对新年的美好祝愿。舞台上，学生们精心准备的表演轮番上演，优美的舞蹈、动听的歌声赢得了阵阵掌声，整个校园沉浸在欢乐的海洋中。

In the calligraphy section, students carefully write the character "福" (meaning "blessing"), each stroke carrying their wishes for a prosperous New Year. On stage, well-prepared performances take turns, with graceful dances and melodious songs earning rounds of applause, making the entire school a sea of joy.

老师们也积极参与，与孩子们一起制作新年装饰，互送祝福，分享节日的快乐。这次活动不仅让大家感受到传统文化的魅力，也在欢声笑语中迎接崭新的一年。愿新的一年，幸福安康，万事如意！

Teachers also actively participate, making New Year decorations with the students, exchanging blessings, and sharing the joy of the festival. This event not only allows everyone to experience the charm of traditional culture but also welcomes the new year with laughter and happiness. May the coming year bring health, prosperity, and success to all!

Shared by

**Ms Fu Yanxing**

PIC of Chinese New Year Celebration







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# CHINESE NEW YEAR CELEBRATION





# INDONESIAN STUDIES

## **Indonesian Studies di Sekolah SPK (Satuan Pendidikan Kerjasama) : Mengenalkan Budaya Indonesia Kepada Murid Warga Negara Asing (WNA)**

Pemerintah Indonesia melalui Permendikbud 31 tahun 2014 pasal 11 ayat 4 tertulis “Bagi murid WNA (Warga Negara Asing) wajib diajarkan Bahasa Indonesia dan Budaya Indonesia [Indonesian Studies]”. Berdasarkan regulasi tersebut maka tiap sekolah dengan status SPK wajib mengenalkan budaya Indonesia kepada murid WNA dengan tujuan yaitu memastikan murid WNA dapat memahami dan menghargai kekayaan budaya Indonesia.

### **Pelaksanaan Indonesian Studies**

Indonesian Studies diberikan kepada satuan pendidikan yang memiliki murid WNA dari tingkat pendidikan dasar (Y1/kelas 1 SD) hingga menengah atas (Y12 / kelas 12 SMA). Mata pelajaran ini dirancang khusus sebagai kegiatan belajar mengajar yang membahas kebudayaan Indonesia. Selama pembelajaran, murid WNA mendapatkan kesempatan untuk mempelajari berbagai aspek budaya Indonesia, seperti tradisi, seni, bahasa, makanan khas, hingga filosofi kehidupan yang menjadi ciri khas masyarakat Indonesia.

### **Tujuan Pembelajaran**

Tujuan utama dari pelajaran Indonesian Studies adalah agar murid WNA yang belajar di Indonesia dapat:

1. Mengenal dan memahami budaya Indonesia secara lebih mendalam.
2. Menghargai nilai-nilai luhur yang terkandung dalam tradisi dan adat istiadat Indonesia.
3. Mengembangkan rasa hormat terhadap keragaman budaya yang ada di Indonesia.
4. Menjadi duta budaya yang dapat menyebarkan keindahan budaya Indonesia di tingkat global.

### **Materi yang Disampaikan**

Materi yang diajarkan dalam Indonesian Studies mencakup:

- Bahasa Indonesia: Pengenalan dasar tentang bahasa Indonesia dan keragaman dialek lokal.
- Tradisi dan Upacara Adat: Seperti upacara pernikahan, kelahiran, dan kematian dari berbagai suku di Indonesia.
- Seni dan Kerajinan Tradisional: Termasuk tari tradisional, musik gamelan, batik, ukiran, dan anyaman.
- Makanan Tradisional: Mengenalkan ragam kuliner khas dari berbagai daerah di Indonesia.
- Sejarah dan Filsafat Budaya: Memahami asal-usul tradisi dan nilai-nilai yang terkandung di dalamnya.

### **Manfaat Pelajaran Indonesian Studies**

Pelajaran ini tidak hanya memberikan wawasan baru bagi murid WNA tetapi juga berperan sebagai jembatan untuk mempererat hubungan antarbudaya. Murid WNA yang memahami budaya Indonesia akan lebih mudah beradaptasi dengan lingkungan tempat mereka tinggal. Selain itu, mereka dapat menjadi perantara untuk mengenalkan budaya Indonesia kepada komunitas internasional di masa depan.



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# INDONESIAN STUDIES

## Penutup

Indonesian Studies merupakan upaya nyata untuk menjaga kelestarian budaya Indonesia sekaligus memperkenalkannya kepada dunia. Dengan pendekatan yang sistematis dan menyeluruh, pelajaran ini memberikan pengalaman berharga bagi murid WNA dalam memahami keunikan budaya Indonesia. Sekolah SPK tidak hanya menjadi tempat belajar, tetapi juga menjadi ruang bagi generasi muda global untuk menjelajahi kekayaan budaya Indonesia. Dengan demikian, pelajaran ini memiliki peran strategis dalam mendukung diplomasi budaya Indonesia di tingkat internasional.

Shared by

**Ms Titik Suryani**

Local Principal for Secondary & Junior College





# HARVARD MODEL CONGRESS ASIA (HMCA)

## Harvard Model Congress Asia: A Bridge between Teamwork and Crisis

Debate to people may be a more sanctioned form of arguing. It may even be a way for people to criticise how others think. However, whether it is about defending your stance or challenging her status quo, a debate is not just a formal argument—it is the chance to speak more critically and confidently, and the power to convince others to unite and defend. At Harvard Model Congress Asia (HMCA), we were not there to keep our ideas strong, but to work together as different delegates and senators representing different nations and states to solve global-pressing issues that occur in our current world.

### NHJS Delegation

1. Meredith Hendrasono, Y8P - COP29 - China
2. Morgan Kurniawan, Y9E - UNESCAP- Pakistan
3. Felicia Anabella Siamir, Y9E - WHO - UAE
4. Ken Ananta Huang, Y9G - UNESCAP - New Zealand
5. Abraham John Sutanto, Y9G - G20 - Mexico
6. Kyle Nicholas Hendrasono, Y11P - G20 - United States of America
7. Clarisse Elaine Huang, Y11P - World Health Organisation - South Korea
8. Dylan Michael Jaya, Y11P - UNICEF - Turkey
9. Maddison Kurniawan, Y11P - Senate HELP - Senator Christopher Murphy ( CT-Jr )
10. Darren Tjaij, Y11P - World Bank - Singapore
11. Calista Aurelia Oetomo - House Judiciary Committee - Representative Jerry Nadler (NY-12)

HMCA is a government simulation held annually in countries across Asia, where international high school students from around the world come together to learn about governance by representing roles such as U.S. senators or delegates from different countries. This year, the congress was held at the National Taiwan University in Taipei, Taiwan, and lasted for three days, approximately eleven hours. With over a hundred delegates participating and over ten different existing committees, we certainly felt nervous about what we had prepared. However, it is significant to know that we are participating in this conference not to defend and prove that we are the best, but rather to speak out solutions to solve ongoing crises.

The first day of HMCA kicked off on 8 January 2025 at National Taiwan University, and honestly, we felt a mix of nervousness and excitement. For many of us, it was the first time stepping into something so dynamic and engaging. After the opening ceremony, we were allocated to our respective council rooms such as the World Health Organisation, World Bank, and UNICEF, among others. This was where we finally met our chairs, who were Harvard University students. Meeting them was incredibly inspiring; they were highly knowledgeable and supportive, which instantly made us feel more prepared and confident about what lay ahead. Later that day, we were introduced to moderated caucuses—a structured debate format that let us dive deeper into our assigned topics. It was exciting to watch everyone get into the flow of debating, confidently defending their country's stances, and challenging other delegates' viewpoints. Some of us even began forming alliances and drafting bills right after the caucuses, eager to present them to the council. The most unforgettable part of that day was when some of our bills actually got passed. Seeing ideas we had worked tirelessly on come to life and be recognised by other peers was a surreal and rewarding moment. And not to mention, most of the NH participants were the primary authors of those bills!



## HARVARD MODEL CONGRESS ASIA (HMCA)

The second day of HMCA, 9 January 2025, was even more intense and exciting. There were more debates, more bills passing, and an even higher level of energy in the rooms. Some of us volunteered to deliver pro-con speeches on various bills, defend our positions, and propose amendments, which led to even livelier discussions and sparked heated debates. But what truly made the second day unforgettable was the unexpected twist—every council, whether an international or domestic body, was hit with a crisis that we had to solve immediately. An earthquake had struck and disrupted the Suez Canal, halting all trade routes. It was a massive challenge, and each council had to work together to find a solution. The sense of urgency completely shifted the atmosphere as we had to think on our feet, adapt to the situation, and develop actionable plans that aligned with the mandates of our councils. It was undeniably stressful, but it also brought out the best in everyone. Seeing how different delegates worked under pressure, shared ideas, and collaborated to resolve the issue was nothing short of inspiring.

Three days flew by so quickly and honestly, it was bittersweet that HMCA had come to an end. However, the third day, 10 January 2025, was the moment everyone had been eagerly waiting for as it was the day of the United Nations General Assembly. During the assembly, there was an update regarding the Suez Canal crisis, and delegates from all councils debated the solutions they believed were the most effective. It was incredible to see everyone's ideas come together in one room, with passionate discussions about the best course of action. After the discussion, a vote was conducted to determine which solution would prevail. While the United Nations General Assembly was significant, it was not really the true highlight of the day. That came later with the awarding ceremony, where one of our fellow NationalHigh students, Maddison Kurniawan from Year 11P, received an Honorable Mention Award for her outstanding representation of Senator Christopher Murphy at the Senate HELP committee.

HMCA was an incredibly educational experience as the event opened our eyes to the realities of the world around us and gave us a new level of confidence as speakers and leaders. It pushed us to think critically, collaborate with others to find solutions and become more engaged with global issues. What made the experience truly unforgettable was not just the event itself but also how it helped us grow personally and professionally, and how we came together with people who share similar passions and aspirations.

### **Here's what some of the NH participants have to say about HMCA :**

*"HMCA taught me that there can be nothing done without teamwork and a dream. There you understood that misunderstandings are the source of all issues so as to truly solve a problem, you had to listen."*

**- Darren Tjaij, Year 11P**

*"I thought that HMCA was a very fun experience. Originally I was worried that it was going to be a very stressful event for me, but it was actually pretty chill, at least in my committee. The people in House Judiciary were fun and the chairs always strived to make us all feel welcomed. 9/10 experience, would recommend."*

**- Calista Oetomo, Year 11I**



# HARVARD MODEL CONGRESS ASIA (HMCA)

*"If I have to be honest, HMCA was intimidating at first. The people in the UNESCAP council were mostly professional debaters, while I had little experience with United Nations simulations. However, I learned a lot about the Belt and Road Initiative, which was one of our topics, by listening to others share new perspectives. I gained a deeper understanding of it and was inspired by the ideas and insights of other delegates."*

**- Ken Ananta Huang, Year 9G**



**NationalHigh Delegation**



**Registration, inside the National Taiwan University**



**Year 11 participants**



**Year 8 and 9 participants**





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# HARVARD MODEL CONGRESS ASIA (HMCA)



**The last day, 10 January 2025, in the courtyard  
of National Taiwan University**

Written by  
**Clarisse Elaine Huang and Maddison Kurniawan, Year 11P**

Proofread by  
**Darren Tjajj, Year 11P**



# APPLICATION OF PHYSICS IN THE WORLD AROUND US

## Bringing Physics to Life

Physics is more than just equations and theories—it is a powerful tool that shapes the world around us. This became evident during a recent educational visit at Rumah Sakit Pantai Indah Kapuk (RS PIK) last January 23, 20225, where our Year 12 Physics students explored the fascinating world of medical imaging. The visit provided firsthand experience of how physics principles are applied in real-world healthcare settings, deepening students' appreciation for the subject.

During the visit, students observed four key imaging technologies: ultrasound, X-ray, CT scanning, and MRI. Each of these diagnostic tools relies on fundamental physics concepts. Beyond understanding the mechanics of these technologies, students also critically evaluated the safety of different imaging modalities. They discussed the risks associated with ionizing radiation in X-rays and CT scans versus the non-ionizing nature of ultrasound and MRI, which are generally safer for repeated use.

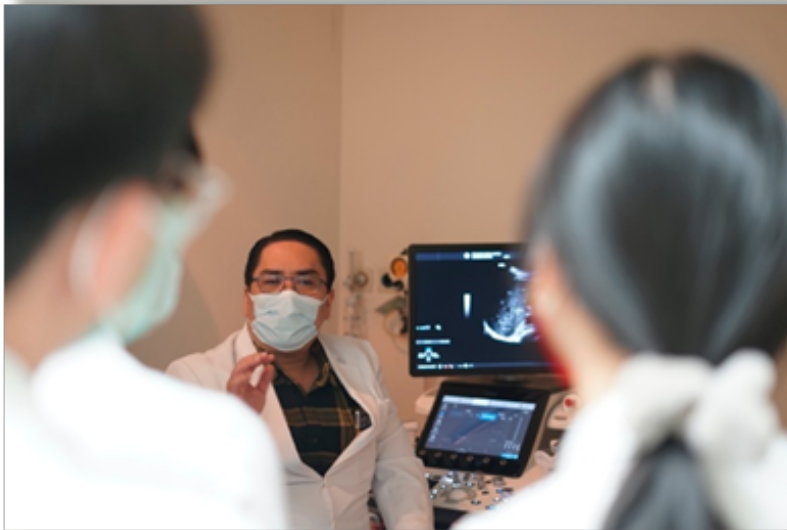




## APPLICATION OF PHYSICS IN THE WORLD AROUND US

This immersive experience allowed students to see physics in action, bridging the gap between classroom learning and real-world application. Many left inspired by the impact of physics in medical advancements and the potential careers that lie ahead in medical physics and biomedical engineering.

Additionally, the visit emphasised the benefits of learning beyond the classroom. Students engaged with medical professionals, gaining insights into real-world applications of physics while fostering curiosity and adaptability.



*"The important thing is not to stop questioning. Curiosity has its own reason for existing."*  
– Albert Einstein

Shared by

**Mr Jorge D. Alcantara**

Y12 Physics Subject Facilitator





## HIGHLIGHTS

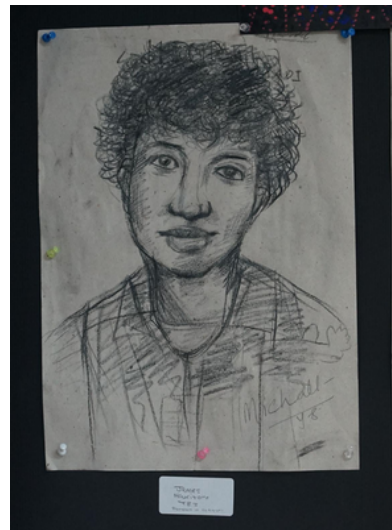
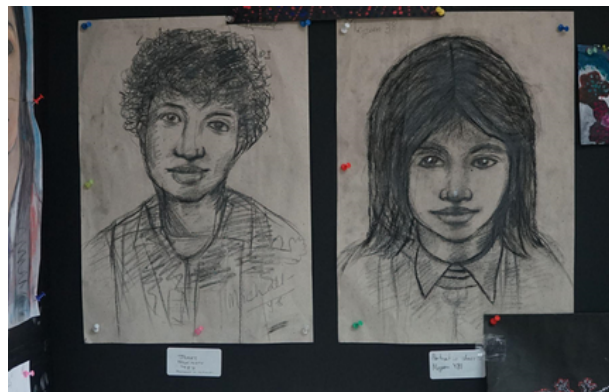
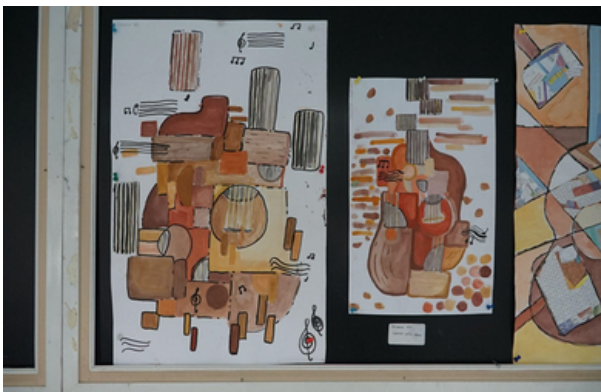
The **Visual Art & Design programme** at NationalHigh offers a comprehensive and enriching experience, encouraging **interdisciplinary thinking** in pursuit of a confident artistic voice. The programme focuses on inspiring students to explore various art mediums, such as **painting, drawing, sculpture, printing, digital art, and mixed media**, ensuring a well-rounded creative journey.

Students are provided with opportunities to express themselves creatively, developing their own individual responses while learning about diverse art forms and cultural contexts. The programme balances a thorough **knowledge and understanding of art** with the essential skills students need for their **future education or employment**.

Aligned with the **Cambridge IGCSE Art & Design syllabus**, the programme encourages:

- The development of a range of artistic skills.
- Stimulation of **aesthetic awareness** and **critical understanding** of art.
- The nurturing of a **personal and independent perspective** at all times.

The syllabus is tailored to accommodate a variety of abilities, materials, and resources, offering flexibility to highlight the **unique talents of teaching staff** while providing a supportive framework for student success. This approach ensures that learners not only enjoy the creative process but also gain a strong foundation for future endeavours in the arts.





# HIGHLIGHTS



Shared by

**Mr Bishu Dey**  
Art Subject Facilitator



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# ACKNOWLEDGEMENT

## Jetz Junior Basketball Championship - U12 Girls

*Congratulations*



Roselin Wijaya (Y6T)  
3rd Place

Hope Hardjadinata (Y6G)  
3rd Place

Rachelie Hartono (Y7I)  
3rd Place

Jetz Junior Basketball Championship - U12 Girls 

## Harvard Model Congress Asia in Taiwan

*Congratulations*



Maddison Kurniawan (Y11P)  
Honorable Mention  
Committee: Senate  
HELP - Senator  
Christopher Murphy (CT-Jr)

Harvard Model Congress Asia in Taiwan 

## ICEMUN 2025

*Congratulations*



Sean Aldrich Wiranata (Y8P)  
Most Outstanding Delegate  
of IAEA Asian-African  
Council

ICEMUN 2025 





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# GALLERY

## Year 8 Field Trip to Jakarta Aquarium and Safari







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# ANNOUNCEMENT

## Our Early Learning Centre is Open for Enrolment!

Registration for K1 in Academic Year 2024/2025 and, K1 and K2 in Academic Year 2025/2026 at our Early Learning Centre is now open.

Enrol now!

For more details and inquiries, please reach out to our marketing team at 0811-1830-603.

Do not miss this wonderful opportunity to jumpstart your child's educational journey with us!



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# Early Learning Centre

Is Now Open For Enrolment  
AY 2025 – 2026

Effective Communicators

Mentoring & Parental Collaboration

Innovative Learning

Purpose-Built Learning Spaces

Join us in experiencing the unique PIAGET education!

The PIAGET Education experience for early learning is adapted from the Singapore Nurturing Early Learners (NEL) Curriculum Framework and outcomes, ensuring a solid foundation for lifelong learning.

AGE 4-5

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A Member of PIAGET Academy

Play • Learn • Lead



**Education of the**  
Head • Heart • Hands

**Play-Based Learning:** Learning activities are designed to be play-based, sparking curiosity and fostering love for learning!

**Habits & Values:** Exposing children to the Habits of Mind and Instilling Passion, Integrity, Adaptability, Grace, Excellence, and Teamwork!

**Self-Directed Learning:** Empowering children to lead themselves and others!

**Mentoring & Parental Collaboration**

With a staff to student ratio of 1:8 and a maximum class size of 16, we ensure meaningful mentoring and encourage parents to partner with us as reading buddies and co-mentors, fostering deeper parent-child relationships.

**Innovative Learning**

We implement mindful limitations on technology, prioritising hands-on activities and Maker Space for enriched learning experiences. Interactive activities promote play and participation, aiding in building friendships and acquiring essential 21st-century skills.

**Effective Communicators**

To foster effective communication, children will engage in learning English, Chinese, and Bahasa languages. Diverse platforms filled with enjoyable activities will be offered for children to apply and enhance their linguistic skills.

**Purpose-Built Learning Spaces**

Our exciting learning environment encourages exploration, play, confidence-building, and daily reflection, tracking holistic growth.

# UPCOMING EVENTS



## **Year 3 Milestone Programme (On My Own)**

7 - 8 February 2025

## **Year 4 Milestone Programme (Power of Efforts)**

7 - 8 February 2025

## **Sembawang Secondary School Immersion at NHJS**

12 - 13 February 2025

## **Student Council: Be Yourself Week**

13 - 14, 17 - 19 February 2025

## **Student Council: Fairgrounds**

22 February 2025

