

Implementation of the Incentive Grant Policy by the Central Java Provincial Government for Non-Formal Islamic Religious Education Teachers at BADKO LPQ in Belik Subdistrict

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Abstract

This research aims to analyze the implementation of the Jateng Provincial Government's grant incentive policy for non-formal religious education teachers at BADKO LPQ Belik District, Pemalang Regency. This research uses a descriptive qualitative method or field research with data analysis techniques in the form of observation, interviews, and documentation. The results of this study indicate that the implementation of the provincial government grant incentive policy at BADKO LPQ Kec. Belik includes: (1) Planning, which aims to improve the welfare of non-formal religious education teachers and serves as a form of appreciation. (2) Organization involves several actors such as the Provincial Government, BADKO LPQ (3) Implementation, the provincial government grant incentives in Central Java have been running since 2019. The BADKO LPQ Kec. Belik Policy Program in its implementation includes: in-service training for teachers, joint exams for teachers, PTBI, FASI. (4) Evaluation, in the form of follow-up on the activity of LPQ members who received incentives, found that the level of participation of BADKO members in religious activities at BADKO LPQ-Kec. Belik is still minimal.

.Keywords: Provincial Government Grant Incentive, Non-Formal Religions Teachers, BADKO LPQ

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi kebijakan insentif hibah Pemprov Jateng pada guru pendidikan agama non-formal di BADKO LPQ Kecamatan Belik Kabupaten Pemalang. Penelitian ini menggunakan metode deskriptif kualitatif atau penelitian lapangan dengan teknik analisis data berupa observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa implementasi kebijakan insentif hibah pemprov di BADKO LPQ Kec. Belik berupa: (1) Perencanaan, perencanaan bertujuan untuk dapat mensejahterakan guru-guru pendidikan agama non formal dan sebagai bentuk apresiasi. (2) Pengorganisasian melibatkan beberapa actor seperti Pemprov, BADKO LPQ (3) Pelaksanaan, Insentif hibah pemprov Jawa tengah sudah berjalan sejak tahun 2019. Program Kebijakan BADKO LPQ Kec. Belik dalam Implementasinya berupa: Inservice training bagi guru, ujian bersama bagi guru, PTBI, FASI. (4) Evaluasi, berupa tindak lanjut keaktifan para LPQ yang mendapatkan insentif, ditemukan masih minimnya tingkat partisipasi anggota BADKO dalam rangkaian kegiatan di BADKO LPQ-Kec.Belik

Kata Kunci: Insentif Hibah Pemprov, Guru Agama Non-Formal, BADKO LPQ

A. Introduction

Teachers are heroes whose welfare certainly deserves attention. Considering the welfare of non-formal religious education teachers, an in-depth study of the "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-Formal Religious Education Teachers at the BADKO LPQ, Belik District, is necessary. The fundamental question posed by the analyst is whether the number of teachers non-formal religious education that exists today is this, especially in Belik District, sufficient? To answer this question, see the following table:

Table I.
Teacher to Student Ratio

No	Village/Sub-district	Number of TPQ	Number of Teachers	Number of Students	Ratio
1.	Gombang	13	52	650	12
2.	Belik	13	55	690	12
3.	Gunung Tiga	7	28	350	12

4.	Kuta	7	27	365	13
5.	Badak	5	24	245	10
6.	Gunungjaya	2	9	105	16
7.	Simpur	7	28	350	12
8.	Mendelem	6	23	315	14
9	Beluk	7	29	345	12
10	Bulakan	11	45	550	12
11	Sikasur	6	27	290	11
12	Sodong	8	45	500	11
13	Kalisaleh	4	17	265	15

Source: Coordinating Board of Educational Institutions Qur'an Belik District

According to calculations and reports from the Belik District BADKO LPQ secretariat, the ratio of teachers to non-formal student study groups is 1:12, meaning the number of teachers is sufficient and approaching the ideal level. This ideal situation, of course, requires adequate teacher management and welfare.

Not only that, as the number of non-formal education students at LPQ Belik District 5020 is served by 409 non-formal religious education teachers, where the majority of teachers do not have teaching certificates, the institution is not officially registered and has not obtained an operational permit, teaching and learning activities are not structured and not well organized.¹ Considering the conditions that have been put forward, a policy is needed.

Therefore, the Central Java Provincial Government distributes grant incentives through the BADKO LPQ, which stipulates various requirements for the management of teachers, students, and institutions within the Belik District BADKO program.

¹Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the Head of BADKO LPQ, Belik District.

Simply put, the existence of the Provincial Government Grant incentive not only involves the distribution of funds, but also requires programs. In service training for non-formal religious education teachers, joint teacher exams, FASI, PTBI. Various BADKO LPQ programs in Belik District will refer to fulfilling the requirements for receiving provincial government grant incentives.²

B. Literature Review

Implementation is processin making a decision, which in this case can be in the form of government regulations, presidential orders or presidential decrees, as well as judicial decisions. Implementation is an aspect thaturgentfrom a series processimplementation.³ Policy is a result of a decision made by top management carefully. Therefore, policy, when viewed from a practical perspective, can be interpreted as a government decision that serves as a form of formal approval, program, output, and final result.theory, model or as process.⁴Policy implementation is also interpreted as aprocessthe length of time to solve a problem, howactorpolicy of implementing a policy decision. Where allactionstakeholders are directed towards policy objectives⁵.

The experience of all nations in various parts of the world, not excepting Indonesia, seems to indicate and teach that teachers are factormain thing in efforts to improve qualitysystemeducation with the role of direct figures in aprocesslearning. Currently, there appears to be a fundamental problem facing the

²Nelisha, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with a non-formal religious education teacher.

³Elisa Putri Kholifah, Farid Setiawan, Nurul Lahdilah Fitri, "Implementation of Education Policy",*Al-Muaddib Journal*, Vol. 4, No.2, (October, 2022), p. 166-1

⁴Suhelayanti, "Education Policy Analysis",*Indonesian Lantern Journal*, Vol. 1, No.1, (2019), hlm.13.

⁵Arwildayanto, Arifin Sukung, Warni Tune Sumar,*Educational Policy Analysis: Theoretical, Exploratory and Applied Studies*, (Bandung: Cendekia Press, 2018), p. 78.

government regarding teachers, namely teacher welfare.⁶ Especially when it is connected with non-formal religious education teachers. Furthermore, the problem classic other things that affect non-formal religious education teachers in the context of their management, such as: system information on non-formal religious education teacher data is difficult, information related to certification of non-formal religious education institutions in villages is difficult, management of institution management (EMIS Data) and in service training teacher.

The Governor of Central Java expressed a similar sentiment, stating that the provincial government's grant incentive policy was intended to provide special attention and as part of the provincial government's commitment to improving the welfare of religious education teachers.⁷ Not only that, because religious teachers are seen as the spearhead in providing education to society, especially various lessons related to morals, religious knowledge, character and diversity.⁸ In this case, teachers can moderate their religious beliefs, as this incentive grant is provided not only to Islamic religious teachers but also to other religions such as Christianity, Catholicism, Hinduism, and Buddhism. The Central Java provincial government is collaborating with the Central Java Ministry of Religious Affairs to ensure that the data on grant recipients is valid and reflects the situation on the ground. In this regard, it is suggested that institutions wishing to Apply for an incentive grant requires fulfilling various requirements and these requirements include institutional data, teacher information, students, infrastructure and others.

⁶Nasofi, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with non-formal religious education teachers.

⁷ <https://jateng.bpk.go.id/tag/provinsi-jawa-tengah/>

⁸Rofikoh, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with non-formal religious education teachers.

C. Method

This research is a field study using a qualitative approach. Qualitative research is essentially research that aims to understand phenomena related to what is experienced.⁹ The research setting was conducted at BADKO LPQ (Qur'an Education Institution Coordination Agency) in Belik District, Pematang Rejang Regency. The data used were primary data (Data on the implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at BADKO LPQ Belik District). Secondary data (Data on the number of teachers and students who are members of BADKO LPQ in each village/sub-district, data on the implementation of the provincial government's grant incentive policy, data related to LPQ program activities in Belik District). The data sources used were primary data sources (Head of BADKO LPQ Belik District, non-formal religious education teachers) and secondary data (Various data in website Central Java provincial government news and related books and journals). Data collection techniques include interviews, observation and documentation.¹⁰ Data validity using triangulation of sources and techniques.

D. Result

I. Implementation of the Provincial Government's Grant Incentive Policy

a. Planning

In its planning, the policy is formulated to improve the welfare of non-formal religious education teachers, both from Islamic religious education and other religions as a form of attention, appreciation and gratitude from the Central Java provincial government towards non-formal

⁹Lexy, J. Moeleng, *Qualitative Research Methods*, (Bandung: PT Remaja Rosdakarya, 2017), p.6.

¹⁰Lexy, J. Moeleng, *Qualitative Research Methods*, (Bandung: PT Remaja Rosdakarya, 2017), p. 186.

religious education teachers. Then, it is formulated that all teachers in Central Java are available and receive incentives with applicable provisions and conditions. Not only that, in the planning, all non-formal religious education institutions are recorded and their administration is structured such as: Permit to establish an institution, teaching certificates, filling in EMIS data in an application provided by the provincial government in collaboration with the Ministry of Religion, a list of teaching and learning activities and indirectly as a forum for strengthening religious moderation.

b. Organizing

In its organization, the Central Java Provincial Government's grant incentive policy involves various actors such as: the Provincial Government itself, then the Ministry of Religion at both provincial and district levels throughout Central Java Province, BADKO LPQ / Qur'an education institutions, Madin (Madrasah Diniyah), and Islamic Boarding School forums.

E. Implementation

The Central Java provincial government's grant incentives have been running since 2019. At the beginning of 2019, 171,131 people received the grant, in 2020 it increased to 40,324, in 2021 it was 211,455 people, and the following year it was 230,830 people.¹¹ Each non-formal religious teacher receives an incentive of Rp. 1,200,000 per year (disbursed every 4 months).¹² As mentioned above, this grant is a policy of the Central Java Provincial Government, through the Central Java Ministry of Religious Affairs, for non-formal religious education teachers throughout Central Java. Regarding the subsequent mechanism, the Central Java Regional Office delegates the city and district Ministry of Religious Affairs, through the Islamic boarding school

¹¹ Jatengprov.go.id

¹² Rofikoh, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with non-formal religious education teachers.

(pesantren) section, to submit proposals, create minutes (EMIS updates), and verify and validate. According to the Head of the Islamic Boarding School Section, "This grant policy is an effort to improve the quality of the implementation of a program which supports the performance and welfare of Koranic teachers.". Next, the Islamic Boarding School carried out a socialization to BADKO LPQ (Quran Education Institute), BADKO FKDT (Diniyah Taklimiyah Communication Forum), BADKO FKPP (Ponpes Communication Forum).¹³ Next, after the socialization, the Islamic Boarding School carried out a process of uploading proposals with several conditions.

- I) General requirements for obtaining Central Java provincial government grant incentives.

The provincial government's grant incentive policy apparently requires several conditions. The requirements for receiving the grant are: active EMIS data for each semester, printed proof of the BAP (Regional Teacher Assessment Report), a letter of appointment for non-formal religious education teachers, a notarial deed from each Qur'anic educational institution, a certificate of active teaching, a teaching schedule, and a teacher attendance list. photocopy teacher's degree, photocopy Teacher's ID card and family card, photocopy SK operational permit for each institution and SK assignment of operators for each institution.¹⁴

- (a) Policy analysis of provincial government grant incentive requirements

There are quite a few conditions that indicate the need to receive the Central Java provincial government's grant incentives. In this case, each of these conditions reaps benefits. analysis such as in Belik District, namely the decline in

¹³ <https://magelang.kemenag.go.id/sebanyak-5-113-guru-ngaji-bakal-menerima-insentif-hibah-gubernur/>

¹⁴ Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the head of BADKO LPQ, Belik District.

the level of participation in institutions.¹⁵This is indicated by several BADKO activities where participants are decreasing and the number of applications for grants is decreasing. In early 2019, 100% of LPQ members in Belik District began participating in grants. In 2020, the participation of Qur'anic educational institutions began to increase, and the number of grant applications also increased. In 2021, not only non-formal religious education teachers received grants, but educational institutions also received grants for infrastructure and Covid-19 prevention facilities, with each institution receiving funding of Rp. 10,000,000.00. However, as the requirements increased, only 50% of institutions applied, and not all institutions received the grants. Therefore, the number of grant applications at BADKO LPQ Belik District continued to decline in the following year, resulting in their inactivity in existing activities.

In relation to that, the following are the results researcher analysis related to several policy strategy conditions by looking at the constraints and benefits

Table 2
Policy Terms

No	Policy Terms	Benefit	Constraint
I.	Active EMIS data each semester	EMIS is active, the operational permit is automatically active and makes it easier to get SIMBA (Assistance Information System) ¹⁶ .	institutions face difficulties because it is in the form of an application, especially for human resources who lack knowledge about technology and for institutions that have

¹⁵Rofikoh, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with non-formal religious education teachers.

¹⁶Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the head of BADKO LPQ, Belik District.

			never been involved in the world of EMIS. ¹⁷
2.	Print BAP	Makes it easier to activate operational permits because when the BAP is active, the operational permit is automatically active. ¹⁸	Institutions face difficulties because it's an application, especially for human resources lacking technological knowledge. If EMIS isn't successful, they won't be able to print BAPs. ¹⁹
3.	Certificate of appointment of non-formal religious education teachers	Non-formal religious education teachers are officially appointed although not like the appointment of formal teachers. ²⁰	There is no difference between teachers who have received an appointment certificate and those who have not.
4.	Notary deed of the institution	The institution is officially registered.	Institutions find it difficult because they have to report to the tax office every year. ²¹
5.	Suket actively teaches	Teachers who receive incentives are teachers	There are several individuals who have stopped teaching ²³ .

¹⁷Ghofur, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with a non-formal religious education teacher.

¹⁸Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the head of BADKO LPQ, Belik District.

¹⁹Nasofi, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with non-formal religious education teachers.

²⁰Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the head of BADKO LPQ, Belik District.

²¹Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the head of BADKO LPQ, Belik District.

²³Ghofur, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with a non-formal religious education teacher.

		who are still actively teaching. ²²	
6.	Teaching schedule and teacher attendance list	Teaching and learning activities are more structured.	Institutions that are not used to doing this will have difficulties.
7.	SK operational permit for the institution	Institutions that have obtained operational permits will easily obtain incentives or be officially registered and also permitted to conduct teaching and learning activities.	Especially in villages, information regarding operational permits for institutions is very limited.
8.	Operator assignment decree	Get access permission to fill out the form in EMIS, learn technology.	Additional costs, because filling out EMIS requires a larger quota.

2. The BADKO LPQ Belik District Policy Program in the Implementation of the Provincial Government's Grant Incentive Policy in BADKO LPQ Belik District
- (a) In service training for non-formal religious education teachers

According to Purwanto, as quoted by Mulyani, he stated that the program in service training is a training and coaching effort which provides an opportunity for someone (who has a certain task) in this case a teacher, to receive development.²⁴ In-service training considered a method that indeed in improving knowledge, skill and self-confidence positive from the teacher. This is a process which is used by teachers to continue their education after receiving a teacher's certificate of appointment in teaching

²²Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the head of BADKO LPQ, Belik District.

²⁴Mulyani, "Efforts to Improve Teachers' Use of Power Point Through In-service Training", *Journal of Citizenship*, Vol. 5, No. 2, (Desember, 2021), hlm. 514.

and working with professional. This is a term which describes a series of activities full of professionalism, organized to improve the performance of assigned teachers. Regarding this, the BADKO LPQ Kec. Belik itself has not implemented it, however, as based on an interview with the head of Badko, Muhimah said there will be a formulation of the policy which includes training for teachers, meetings among non-formal religious education teachers in the District, special training related to the distribution of Provincial Government Grant incentives considering the many obstacles experienced by each institution, especially human resource issues related to technology.²⁵

(b) Joint test for non-formal religious education teachers.

This joint exam is a policy formulation from Pematang Regency. It is usually held once a year in the month of October and implemented in each sub-district. The exam questions are created by Pematang Regency. In practice, the Belik District LPQ BADKO has not implemented it, even though the Regency has provided information about the activity. This is because several institutions affiliated with the Belik District LPQ are not yet accustomed to conducting such activities and are not yet aware of the benefits of joint exams, both for teachers themselves and for the benefit of the institution. Furthermore, the old paradigm of thinking related to "The important thing is that I have taught sincerely, there is no need to participate in many activities like that because I am busy and have a lot of work." often becomes a polemic or challenge for non-formal Islamic educational institutions in the village.

²⁵Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the head of BADKO LPQ, Belik District.

(c) PHASES

The Indonesian Pious Children Festival (FASI) is a program strategy held to increase children's creativity, perseverance, and self-confidence.²⁶FASI is held not only in Belik District, but also in districts and even outside Pemalang Regency also hold this activity. This means, this activity is carried out simultaneously in Central Java. FASI is held once a year. In practice, at BADKO LPQ Kec. Belik, it is usually held in the month of Maulid to commemorate the birthday of the Prophet Muhammad SAW. FASI activities include various Islamic competitions such as those held at BADKO LPQ Kec. Belik, namely: Adhan and Istikomah Competition, Al-Qur'an murrotal, quiz, Islamic nasyid, Al-Qur'an nasyid and poetry, drawing, Islamic religious lectures.²⁷For students who win first place, they will advance to the next level, namely the district and provincial levels.²⁸

(d) PTBI

PTBI (Islamic New Year Commemoration) is a policy strategy of the BADKO LPQ Belik District held annually, which includes communal recitation and a ta'aruf parade. The ta'aruf parade is carried out by all members of BADKO LPQ Belik District in collaboration with Banom NU (Fatayat, Muslimat, Pemuda Ansor, IPNU-IPPNU). After the ta'aruf parade, Islamic-themed competitions are usually held.²⁹

²⁶Fancuri, A. "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at BADKO LPQ, Belik District". Interview with non-formal religious education teachers.

²⁷Fatimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with TPQ students.

²⁸Dwiarti, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with the guardians of TPQ students.

²⁹Muhimah, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District." Interview with the Head of BADKO LPQ, Belik District.

3. Evaluation

The Central Java provincial government's grant incentive policy is excellent and has had a positive impact, especially for non-formal religious teachers in Central Java. This includes a more structured non-formal education administration, educators who feel more cared for by the government, and technological demands related to EMIS data, which has made them tech-savvy, especially in Belik District, which is classified as a rural area. Furthermore, educational institutions are more formal because they are registered and have obtained certificates of establishment permits.

However, particularly in the Belik District LPQ BADKO, implementation has not been optimal. Observations and interviews with teachers and the BADKO head revealed that the requirements are too numerous and not commensurate with the appreciation given, resulting in a decline in the number of applications for provincial government grant incentives each year.

F. Discussion

The implementation of the Provincial Government's Grant Incentive Policy within the LPQ of Belik District begins with (1) Planning, the planning begins with the administrators informing and socializing to Qur'anic educational institutions in the District regarding the grant, which in its planning aims to improve the welfare of non-formal religious education teachers. Then, for institutions wishing to apply for incentives, administrative files are required at the teaching location. (2) Organization. In organizing, the Central Java Provincial Government's grant incentive policy involves various actors such as: the Provincial Government itself, then the Ministry of Religion at both provincial and district levels throughout Central Java Province, BADKO LPQ / Qur'an education institutions, Madin (Madrasah Diniyah), and Islamic Boarding School forums. Meanwhile, in the LPQ environment of Belik District itself, there is BADKO LPQ or Quran education institutions. (3) The implementation of the Central Java provincial government grant incentive in the BADKO LPQ environment of Belik District has been running since 2019. In early 2019.³⁰Each

³⁰

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non-formal religious teacher receives an incentive of Rp. 1,200,000.00 per year (disbursed every 4 months).³¹(4) Evaluation, LPQ Belik District in its evaluation in the form of follow-up on the activeness of LPQs who received incentives. It was found that the level of participation of BADKO members in a series of religious activities at BADKO LPQ-District Belik was still minimal.

³¹Rofikoh, "Implementation of the Central Java Provincial Government's Grant Incentive Policy for Non-formal Religious Education Teachers at the BADKO LPQ, Belik District". Interview with non-formal religious education teachers.

Conclusion

The Central Java provincial government's grant incentive policy is one such initiative, implemented to show appreciation for non-formal religious education teachers, including those from Islam, Christianity, Hinduism, and Buddhism, in Central Java. This appreciation is given because religious education teachers are educators who can provide religious knowledge, character education, and morals for the nation's future generations. Furthermore, the grant serves as a demonstration of love and affection for religious education teachers and a reflection of religious moderation. Furthermore, the most important thing is...urgent This policy aims to improve the quality of program implementation that supports the welfare and performance of non-formal religious education teachers. The BADKO LPQ of Belik District is a Qur'anic educational institution that serves as a platform for implementing grant policies from the Central Java Provincial Government. Due to the ever-increasing requirements for obtaining these grants, most members of the BADKO LPQ of Belik District are inactive, and only a few apply each year. In its implementation, the BADKO LPQ of Belik District has formulated several programs aimed at supporting the performance of non-formal religious education teachers. These programs include: service training for non-formal religious education teachers, Joint Exams for teachers, FASI (Indonesian Pious Children Festival) and PTBI (Islamic New Year Commemoration).

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