



Analysis of Government Needs and Strategies in the Provision of Hindu Religious Education Teachers: A Study of Education Policy in the Central Lombok Regency Government

I Made Intaran*, I Wayan Agus Gunada

Institut Agama Hindu Negeri Gde Pudja Mataram, Indonesia

*madeintaran2014@iahn-gdepudja.ac.id

Abstract

Hindu religious learning in schools is highly dependent on the availability of adequate educators-likewise, implementing Hindu religious learning in schools in Central Lombok Regency. Hinduism is a minority, but the Central Lombok Regency Government has tried to provide Hindu teachers in schools. So, in-depth, the purpose of this study is to analyze and explore the needs and strategies of the government in providing Hindu educators in schools in Central Lombok Regency. The research used a qualitative method with a multisite case study approach in Central Lombok Regency. Interview and document analysis techniques are applied to collect data, and data is analyzed through reduction, data display, and data verification. Based on the findings on the research site, the need for Hindu religious educators in schools adjusts to the number of students. To get around the need for Hindu religious education teachers, the government got around it by combining Hindu students in several schools that were close in terms of domicile to the students. The government's strategic step in providing Hindu teachers is through the submission of the formation of the selection of state civil servants to the Central Government and the distribution of teachers in schools so that the teaching load is evenly distributed. The findings explain that the Central Lombok Regency government is committed to providing decent access to education for all students, especially regarding religious harmony. This research is expected to be a literature study analyzing the needs of Hindu religious teachers in Indonesia and become a policy recommendation for relevant research in the future.

Keywords: Hindu Religious Teacher; Education; Government; Necessity; Equitable

Abstrak

Pembelajaran agama Hindu di sekolah sangat bergantung pada ketersediaan pendidik yang memadai. Begitu juga pelaksanaan pembelajaran agama Hindu pada sekolah di Kabupaten Lombok Tengah. Agama Hindu merupakan minoritas, namun Pemerintah Kabupaten Lombok Tengah telah berusaha menyediakan guru agama Hindu di sekolah. Tujuan dari penelitian ini adalah untuk menganalisis dan mengeksplorasi kebutuhan dan strategi pemerintah dalam menyediakan pendidik Agama Hindu di sekolah-sekolah Kabupaten Lombok Tengah. Penelitian dilaksanakan menggunakan metode kualitatif dengan berpendekatan multisite-case study di beberapa lokasi yang ada di Kabupaten Lombok Tengah. Teknik wawancara dan analisis dokumen diterapkan untuk mengumpulkan data, dan data dianalisis melalui proses reduksi, data display dan verifikasi data. Berdasarkan hasil temuan pada situs penelitian, kebutuhan terhadap pendidik agama Hindu di sekolah-sekolah menyesuaikan dengan jumlah peserta didik. Untuk menyiasati kebutuhan guru pendidikan agama Hindu, pemerintah menyiasati dengan menggabungkan peserta didik Hindu pada beberapa sekolah yang dekat secara domisili dari para siswa. Langkah strategis pemerintah dalam penyediaan guru agama Hindu adalah melalui pengajuan formasi seleksi aparatur sipil negara pada Pemerintah

Pusat, dan distribusi guru pada sekolah-sekolah agar merata secara beban mengajar. Hasil temuan menjelaskan bahwa pemerintah Kabupaten Lombok Tengah berupaya untuk berkomitmen dalam menyediakan akses pendidikan yang layak bagi seluruh peserta didik khususnya dalam aspek harmoni keberagamaan. Penelitian ini diharapkan dapat menjadi studi literatur dalam analisis kebutuhan guru agama Hindu di Indonesia, dan menjadi rekomendasi kebijakan bagi penelitian relevan di masa depan.

Kata Kunci: Guru Agama Hindu; Pendidikan; Pemerintah; Kebutuhan; Pemerataan

Introduction

Hindu religious education is an integral part of the national education curriculum system in Indonesia Astawa and Sukerti (2020); Muid and Mustofa (2023) as well as in Central Lombok Regency. The existence of this learning process is not merely an academic formality but a concrete representation of the cultural and religious diversity that characterizes Indonesian society Maimunah and Kurniawan (2025); Yorman (2024) especially in Central Lombok Regency. As an area in West Nusa Tenggara Province, Central Lombok has a significant Hindu population, mainly concentrated in areas at the centre of the community (Acim and Rahman, 2023; Wirata, 2023).

In the context of schooling, Hindu religious learning plays a crucial role as a means for students to acquire spiritual knowledge and as an important instrument for preserving Hindu cultural values and identities that have long been rooted in society (Oktaviani and Sudarsana, 2022; Rudiarta, 2023). Therefore, the Central Lombok Regency Government, through the Education and Culture Office, has an active responsibility to provide and manage this learning effectively. Good management in this case includes providing teaching staff with high competence and meeting the educational qualifications required by applicable regulations.

Although religious education is a student's right, the current state of the field indicates a significant gap (Pramana, Mahardika, Sudarma and Arjana, 2022; Rasmini, Weda, Yasa and Rizal, 2023). Observation data and preliminary interview results reveal that the number of Hindu religious teachers at the primary and secondary levels in Central Lombok Regency remains relatively low. This phenomenon of deprivation has a significant systemic impact, especially on the accessibility of learning for Hindu students in public schools.

This situation requires serious, in-depth attention from the local government to formulate strategic policies to meet the required teacher quota immediately. In principle, the provision of educators is the government's absolute responsibility to improve the quality of education nationwide (Awaluddin, 2021; Munirom, 2021). Without an adequate number of teachers, the process of spiritual knowledge transfer and efforts to form students' religious character and identity cannot be carried out optimally (Syahrin, Hamid, Usman, As and Muhammad, 2021; Zamroni, 2023). The limited number of teachers is the main obstacle to achieving holistic religious education in the region.

In addition to the problem of quantity, the availability of Hindu teachers in Central Lombok Regency is also hit by various structural challenges and policy problems. These challenges undermine the effectiveness of Hindu religious subjects in schools for Hindu students. One of the crucial issues is staffing, where many Hindu teachers still hold the status of honorary employees and have not become permanent employees, even though there is currently a policy to assign teacher status to PPPK. In addition, professional qualifications are also an obstacle; many teachers have not received continuous training and do not have educator certification as mandated by law.

This condition places a heavy workload on existing teachers, ultimately reducing the overall quality of learning (Satria, Kusasih and Gusmaneli, 2025; Zohriah, 2017). The problem is further exacerbated by the uneven distribution of teaching staff throughout the district. Certain schools do not even have Hindu teachers at all, thus creating an imbalance in access to Hindu education for Hindu students in remote areas. Administrative barriers are also a significant obstacle to meeting this need. The centralized procedure for appointing state civil servants (ASN) and the limitations of the regional revenue and expenditure budget (APBD) are the main obstacles local governments often face.

As a result, teachers' pedagogical and professional competence in developing religious materials is not optimal due to insufficient support for facilities and professional development (Febriansyah, Fahmi and Rohman, 2024; Muhtadin and Lakono, 2021). The real impact of these barriers to distribution and quality fulfilment is a limited understanding of the practice of Hindu religious teachings among the younger generation in Central Lombok. Therefore, it is necessary to improve the responsiveness of regulations and to ensure stronger policy integration between the district and central governments.

The urgency of this research stems from a fundamental research gap in previous studies. So far, research on teacher needs has focused more on the national level or general subjects quantitatively without making specific classifications of Hindu teachers (Andina and Arifa, 2021; Kartika et al., 2025; Prabowo and Aimah, 2024; Pramana et al., 2022; Rasmini et al., 2023; Sudirman, Asrin and Makki, 2024). Previous research that specifically discussed new Hindu teachers was limited to the Mataram City and West Lombok Regency areas Pramana et al., (2022); Rasmini et al., (2023) while the Central Lombok Regency area has not been deeply touched in the academic literature.

This leads to a lack of a comprehensive picture of the unique challenges faced by areas with relatively small Hindu populations but urgent educational needs. In principle and purpose, this research aims to fill a research gap by focusing on two main issues. First, accurately mapping the availability of Hindu teachers at the primary and secondary levels. Second, critically analyze the government's strategic steps and policies to address the needs of Hindu students for Hindu religious knowledge and learning. Considering that education is a fundamental right of citizens Arsil and Ayuni (2022); Gaviria (2022) the government is obliged to accommodate the needs of the pluralistic society in Central Lombok. Through a more holistic and contextual approach, this study will not only identify numerical needs but also evaluate the effectiveness of existing policies. The results of this study are expected to provide targeted empirical recommendations for policymakers to improve the quality and quantity of Hindu religious teachers, thereby strengthening the character and identity of Hindus and fostering harmony between religious communities in Central Lombok Regency.

Method

This research was designed using a qualitative approach, employing a multi-location case study, to explore the phenomenon of the provision of Hindu religious teachers in Central Lombok Regency. This approach was chosen so that researchers could explore the same problems across several locations to obtain a comprehensive policy picture. The research location is focused on government agencies, especially the Education and Culture Office of Central Lombok Regency, as well as related schools. The research subject or informant is determined using the snowball sampling technique, in which the informant is selected based on recommendations from previous informants with authority and in-depth knowledge of the problem's focus. In the data collection process, researchers combine two main sources: primary and secondary data. Primary

data were obtained through in-depth interviews, conducted in a space for dialogue and participatory discussion between researchers and informants. Meanwhile, secondary data were collected through the analysis of formal documents, including legal rules and government policies, as well as a literature review of relevant previous research. All of these documents are used to strengthen the theoretical and exploratory foundations of the government's formal files related to teacher distribution. The data analysis process is carried out in stages through three primary cycles. The first stage is data selection, where the researcher sorts through relevant information and discards data that is not related to the problem's focus. The second stage is categorisation, which involves distributing the selected data into patterns or themes according to the problem formulation. The last stage is the drawing of conclusions to reconstruct the meaning of the government's strategic steps in providing Hindu religious teachers. To ensure data validity and minimise biases common in qualitative research, the researcher employed triangulation. This technique ensures that the data findings are objective because they have been confirmed through a variety of different viewpoints and data sources.

Results and Discussion

There are two essential findings in this study. The first concerns the need for Hindu religious teachers in Central Lombok Regency schools, and the Government's steps and strategic policies, specifically the Education and Culture Office, in addressing the problem of teacher distribution in areas with Hindu populations. In general, the Government has realized that the provision of teachers, one of which is Hindu teachers, is the responsibility of the Government as an education provider; besides that, it is also a form of government responsibility to accommodating the needs of religious people to get equal opportunities in receiving education, especially religious education, even though in terms of population the number of Hindus is a minority in Central Lombok Regency. In-depth, the discussion of the research findings is presented in several vital themes as follows:

1. The Need and Distribution of Hindu Religious Teachers at the Primary and Secondary Education Levels in Central Lombok Regency

Regarding the need for Hindu teachers at various school levels in Central Lombok Regency, which refers to the results of interviews, it can be said that the number and quantity are still insufficient and not ideal when referring to the distribution of Hindu students spread across various Central Lombok areas. Based on the results of an interview with Mr. Haerul Azri on September 13, 2022, about the number of Hindu teachers spread across Central Lombok Regency, based on documents from the Central Lombok Education and Culture Office Branch as seen in the following table:

Table 1. Data of Hindu Religious Teachers in Central Lombok Regency

No	Education Level	District			
		Jonggat	Pringarata	Batu Keliang	Praya
1	SD	SDN 1 Mertak	1		
		SDN 1 Ubung	1		
		SDN	1		
		SDN 1 Prayitna			0
		SDN Batu Keliang		1	
2	SMP	SMP 3 Jonggat	1		
		SMP 1 Praya			0

		SMP 2 Praya	0
		SMP 3 Praya	0
		SMA1 Jonggat	0
		SMA 1 Praya	0
3	SMA	SMA 2Praya	0
		SMA 3Praya	0
		SMA 4Praya	0

According to the opinion of the Head of the Elementary School Teachers and Education Personnel section at the Education and Culture Office, Mr Kema stated that:

To overcome the shortage of Hindu teachers in Central Lombok Regency, especially in Praya District, a strategic solution was agreed upon through class mergers. Hindu students from various schools, such as SDN 1, 2, and 3 Praya, will focus on their learning at SDN 1 Praya, with guidance from Hindu teachers at the junior high school level. This step was taken as a form of service to maintain the sustainability and quality of religious education services for students amid limited educators (Interview, September 13, 2022).

Meanwhile, according to the Head of the Junior High School Teachers and Education Personnel Section of the Education and Culture Office, Mr Harsono said that:

The shortage of Hindu teachers in Central Lombok Regency is a serious obstacle to the sustainability of the learning process in Praya District. As a practical solution, it was decided to combine classes by consolidating Hindu students from various schools into a single school with the most significant student base. For example, students from SMPN 1, 2, and 3 Praya will be integrated at SMPN 1 Praya to receive direct instruction from available Hindu teachers, to ensure that educational services continue to run optimally (Interview, September 2, 2022).

Meanwhile, according to information from the high school operator of the Education and Culture Office Branch, Mr Nasir, in his interview, said that:

The shortage of Hindu teachers in Central Lombok Regency, especially in Praya District, is addressed through the regrouping policy. For elementary, junior high, and high school levels, all Hindu students from various schools are gathered in one central school (such as SDN 1, SMPN 1, or SMAN 1 Praya) so that the learning process continues with the guidance of available religious teachers (Interview, September 23, 2022).

Furthermore, especially in Jonggat District, the Government's policy, as conveyed by Mr Dewa Ketut Wesnawa, provides the following information:

The number of Hindu religious educators in Central Lombok Regency is far fewer than expected, especially in Jonggat Regency, across various educational levels from elementary to high school/vocational. So the number of Hindu teachers who need Hindu educators in Central Lombok Regency is inadequate (Interview, August 16, 2022).

To strengthen the statement of Mr Dewa Ketut Wesnawa, a similar statement was conveyed by Mr I Komang Diarsa as follows:

As Mr Dewa said, the number of Hindu religious educators in Central Lombok Regency, especially in Jongat District, is very inadequate because the number of schools that have Hindu students does not have Hindu religious educators, such as SMAN 1 Jonggat until now, Pak Dewa still teaches it, and since I was appointed in 2004 as a Hindu religious educator, the placement at SMP 3 Jonggat has not been improved until now (Interview, August 16, 2022).

In line with the statements of the two informants, the same thing was also expressed by Mr Wayan Murah Bhakti, a Hindu religion teacher at SD Negeri Sempoja, who revealed the following:

The number of Hindu religious educators in Central Lombok Regency until now is five people for the elementary level who have the status of civil servants, with the Hindu community of Praya District being very dense and not optimally getting Hindu religious education learning, while for junior high and high school levels there are no Hindu religious teachers at all, but to meet the needs of Hindu religious education is carried out by Hindu teachers in general so in my opinion the number of Hindu religious education teachers is very insufficient adequate compared to the existence of Hindus in Central Lombok Regency (Interview, August 24, 2022).

In line with Mr Wayan Murah's statement about the lack of Hindu teachers in Central Lombok Regency, the same thing was conveyed by Mr Dewa Komang Lengka, conveying the following:

Talking about the number of Hindu religious educators in Central Lombok Regency until now is inadequate because at every level of elementary, junior high, and high school education, Hindu religious lessons have not been taught comprehensively by Hindu religious educators but by general Hindu teachers in the school concerned so that students have not received the material delivered to the maximum (Interview, August 24, 2022).

Furthermore, Mr Dewa Wayan Parwata Bonaha stated about the existence of Hindu religious educators in Batu Kiang District as follows:

The existence of Hindu teachers in Batu Kiang District is greatly influenced by the existence of students for the elementary level, only centred at SD Negeri I Batu Kiang, where from grade 1 to grade 6, there are only 21 people who have one Hindu teacher.

Based on the interview results mentioned above, the number of Hindu teachers remains insufficient and is not ideal for teaching Hinduism in schools. Conceptually, the role of Hindu teachers is vital and central in the implementation of religious education for Hindu students. Teachers are an important educational resource in the sustainability of the educational process (Dewi and Poernomo, 2022; Reza and Eliza, 2021; Zulfah and Sholeh, 2021). Teachers as educators play a very strategic role in the learning process to create an academic and learning environment that is oriented towards developing students' intelligence and character formation (Arimbawa, Atmadja and Natajaya, 2018; Nidawati, 2020).

Referring to this and in the context of Hindu religious education learning, teachers are not only expected to have pedagogic competence in the implementation of learning but also must have personal, social, and professional competencies that are in accordance with the concepts and values of Hindu religious teachings (Wahyuni and Dewi, 2024; Yasa, Karya and Salendra, 2022). This context aims to enable Hindu teachers to transmit and transform religious knowledge through meaningful, contextually relevant learning for Hindu learners. Based on interviews with informants in Central Lombok Regency, it was found that the availability of Hindu religious teachers is still insufficient to meet the ideal distribution of Hindu students in schools.

However, qualitatively, the qualifications and competencies of existing teachers meet the standards for providing adequate religious learning and education services. The findings show that it is still necessary to increase the number of Hindu teachers to accommodate the number of Hindu students in schools. Although there is still a lack of quantity, the current conditions can and do allow Hindu teachers to conduct reasonable

and practical learning. These findings are in line with the results of previous research which emphasized that the adequacy of the availability of teachers as learning implementers significantly affects the quality of learning in schools Kartika et al., (2025); Sudirman et al., (2024) but optimal and maximum teacher competence and professionalism are the determining factors for the success of achieving the learning goals that have been set in the educational curriculum policy (Illahi, 2020; Nursilowati and Kibtiyani, 2024). Therefore, although the availability and needs of teachers in Central Lombok Regency are still not ideal, teacher competence and ability, as defined by existing standards, are important factors in organizing and maintaining the quality of Hindu religious learning in schools.

2. Policies and Strategic Steps of the Central Lombok Regency Government in Dealing with the Problem of the Availability of Hindu Religious Teachers

Policy analysis in the field of education is a systematic, structured process for reviewing and providing recommendations on policies that are oriented towards achieving educational goals (Gulson and Metcalfe, 2015; Santori, 2017). In the context of giving and distribution, which address the needs of Hindu religious teachers in Central Lombok Regency, the policy analysis in this study is particularly important. This is to analyze how government policies have affected the availability of an adequate number of competent Hindu teachers.

In addition, the policy analysis in this study assesses and identifies obstacles and offers recommendations for improvement for each policy adopted by education providers. The existing problems relate to the availability of Hindu teachers, which remains minimal. However, in the field, the qualifications and competencies of existing Hindu teachers are pretty good. This shows that there is still a gap between the policy of providing Hindu religious teachers and their implementation in the field, so a targeted policy analysis is needed.

In the context of this policy, the Central Lombok Regency Government complies with the rules set by the Central Government. Referring to the circular letter that has been issued by the Minister of State Apparatus Empowerment and Bureaucratic Reform with number B/165/M.SM.02.03/2022 related to Employment Status in Central Government Agencies and Regional Governments which requires employment status in government agencies to consist of 2 (two) types of employment status, namely Civil Servants (PNS) and Government Employees with Employment Agreements (PPPK) (Varadis, Noviyanti, Tiyaningsih and Nugroho, 2024).

This then forces the local Government to conduct a position analysis by formulating and mapping existing teacher resources in only two personnel statuses because of the facts in the field before this circular was issued that the status of teachers as educators consists of honorary teachers, regional contract teachers and teachers with civil servant status (Safitri and Sonhaji, 2022; Varadis et al., 2024; Zulhijjayati, 2022). In mapping positions with regulations from the central Government, the Central Lombok Regency Government needs to develop strategic steps to address the shortage of Hindu teachers at all levels of education, from elementary to high school and vocational education.

The first step, as decided by the Education Office, the Government's representative in the field of education, is to assign existing Hindu teachers to schools with large numbers of Hindu students. The second step is to combine Hindu students from several schools at the same level into a single school. The third step is to temporarily empower other Hindu teachers to teach Hindu lessons while waiting for the availability of formations to recruit state civil servants from the Central Government. The first step,

assigning existing Hindu teachers to schools with many Hindu students, has advantages, especially in terms of the efficient use of available educator resources. In theoretical studies, the empowerment of existing resources in terms of management is very much based on the principle of optimizing human resources in the educational process Latifah (2022); Prabowo and Aimah (2024) where teachers who already have qualifications and competencies according to the required standards are then directed to the school location that still needs the most resources so that learning can run optimally.

However, this step certainly has a significant weakness, namely the potential for excessive workload and the responsibility for teaching teachers. In addition, the potential for excessive workload will have implications for the quality of learning if teachers are burdened with teaching in many places or schools that are far apart. Several studies show that teachers with excessive workloads and teaching responsibilities tend to experience demotivation and poor performance, which are undoubtedly detrimental to students' learning effectiveness (Creagh, Greg, Nicole, Meghan and Hogan, 2025; Mtsi and Joe, 2024; Osman, Ramli, Sihombing, Kusnadi and Lathifah, 2024).

The second step taken by the Government as part of its education policy is to combine Hindu students from several schools at the same level into a single school. Theoretically, this step is a policy strategy to consolidate students by maximizing teaching resources and creating a more focused, cohesive academic learning environment (Soevian, Agustan and Nasir, 2024). The advantage of this strategic move is to create a larger learning community; It can also facilitate the allocation of existing teachers and more efficient learning facilities. However, this move has a practical drawback on the ground.

These steps are indeed in several problems that may arise in the process, namely risks related to student transportation, student access to learning, and the potential decrease in the number of students at the home school, which can impact the school's reputation and sustainability. At the level of education theory, one of which is in accordance with the theory of learning community, the incorporation of students into the learning community needs to be supported by learning approaches and strategies that can foster involvement and motivation to learn so that in the process there is no decrease in the quality of social interaction in society (Farnsworth, Irene and Wenger-Trayner, 2016; Wenger, 2018).

The third step taken by the Central Lombok Regency Government is to temporarily empower teachers of other Hindu subjects to teach Hindu subjects. These measures and policies offer short-term solutions to the shortage of specialized teachers. The advantage of this step is the flexibility and direct use of the existing human resource potential in education. This process is temporary, meaning that it does not last long while waiting for the teacher recruitment process organized by the Central Government. However, on a practical level in the field, the main drawback is the lack of professional competence, specifically for non-Hindu teachers, to teach the subject; this will undoubtedly have a significant impact on the quality of learning that students get and is not in accordance with the Hindu learning standards listed in the national education curriculum.

The decline in the quality of policy shortcomings taken by the Government is certainly in line with the findings of previous research, which emphasized the importance of special professional competencies for subject teachers to maintain the quality and depth of material that will be provided to students in the learning process (Hidayati, 2022; Ulfa et al., 2024). From a critical analysis perspective, the strategy implemented by the Central Lombok Regency Government to address the shortage of Hindu teachers is a pragmatically effective short-term solution to ensure the learning process continues.

The effectiveness of this strategy can be seen in the Government's systematic efforts to analyze the position and map educator resources to align with central regulations on the employment status of civil servants and PPPK. The main strength of this strategy lies in the efficient use of existing human resources by optimizing the assignment of competent teachers to schools with large Hindu student populations. In addition, the policy of merging students into a single school can create a more focused learning community and streamline the allocation of learning facilities.

However, the strategy also has significant drawbacks, such as the risk of excessive workload for teachers, which can reduce student learning performance and effectiveness. Other weaknesses include transportation and student accessibility constraints during school mergers, as well as a lack of professional competence if they have to empower teachers from other subjects to teach Hindu material. As an alternative policy solution, the Central Lombok Regency Government should immediately accelerate the proposed ASN recruitment from the Central Government to address the teacher shortage permanently.

This temporary policy must be implemented immediately, with recommendations for improvements to ensure equitable access to Hindu religious learning without sacrificing the quality of education. The Government needs to continue to pay attention to teachers' professional competency standards to maintain the depth of learning materials in line with the national curriculum. In addition, any policy of merging learning communities must be supported by an approach that fosters learning motivation, ensuring no decrease in the quality of social interaction.

Third, the policies and strategic steps taken by the Education Office, as a representative of the local Government in the field of education, reflect efforts to empower and provide equal access to education, which have advantages but also shortcomings at the practical level. Regardless of the shortcomings, the policies implemented should receive better appreciation and policy recommendations in the future. This temporary policy can be implemented immediately to overcome the shortage of Hindu teachers in the Central Lombok region and ensure equal access to Hindu religious learning for Hindu students in the region.

Conclusion

This study found that although the qualifications of Hindu teachers in Central Lombok Regency are good, the number remains very low compared to the distribution of students. The government has taken pragmatic steps by assigning teachers to schools that are substantially densely populated with students, consolidating students into a single school, and temporarily empowering teachers of other subjects. However, this strategy poses challenges, including excessive workload for educators, barriers to student transportation, and the risk of declining learning quality due to a lack of specialised professional competencies. The limitation of this study lies in its limited scope within Central Lombok Regency and in its failure to explore in depth the qualitative factors related to teachers', students', and parents' perspectives on the policy. For future research, it is recommended to use a blended method to comprehensively explore stakeholder perspectives and conduct a long-term evaluation of the effectiveness of teacher distribution policies. This is important to ensure equitable access to quality learning for Hindu students as a minority.

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