



LEGAL PROTECTION FOR TEACHERS AS VICTIMS OF VIOLENCE IN THE IMPLEMENTATION OF PROFESSIONAL DUTIES IN SCHOOLS

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Abstract - Teachers are one of the key elements in the implementation of national education who have an important role in shaping the character, morals, and intelligence of students. in accordance with the provisions of Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes that teachers have the right to receive protection when carrying out their professional duties, including legal protection, professional protection, and protection of occupational safety and health. This study uses a normative legal research method, by implementing a legislative approach and a conceptual approach. There is a fairly clear legal basis for protecting teachers as victims of violence in carrying out professional duties in schools. Law Number 14 of 2005 concerning Teachers and Lecturers guarantees legal protection, professional protection, and occupational safety and health for teachers when carrying out their duties. In addition, Law Number 20 of 2003 concerning the National Education System emphasizes the importance of organizing education in a safe and conducive atmosphere.

Keywords : Teachers, Education, Protection, Law, Legislation.

INTRODUCTION

Violence experienced by teachers while carrying out their professional duties in schools is increasingly under scrutiny by the public and academics. As key actors in the educational process, teachers play a crucial role in developing the quality of human resources. However, when teachers are the targets of aggressive behavior, whether from students or parents, this not only impacts their mental health but also threatens the overall effectiveness of education. Cases of violence against teachers, which often stem from disciplinary action—

such as when teachers reprimand students for being absent from class—reflect a lack of security and legal certainty for educators in carrying out their profession. (Gusfira 2024).

Teachers are one of the key elements in the implementation of national education who have an important role in shaping the character, morals and intelligence of students. (Budoyo 2022) In carrying out his professional duties, a teacher is not only responsible for delivering learning materials, but also plays a role in enforcing discipline and order in the school environment as an

integral part of the educational process.(Sinaga 2022)However, in practice, the exercise of this professional authority often leads to conflicts that can lead to acts of violence against teachers, both physical and psychological. This phenomenon is becoming increasingly prominent with the increase in cases of violence against teachers, which are often triggered by reprimands or disciplinary actions taken against students who violate school rules, such as skipping class or failing to comply with established rules.

It's important to understand that a teacher's role extends beyond teaching, but also as an educator responsible for creating a safe and conducive learning environment. Teachers must balance providing quality education with enforcing discipline, which can sometimes create tension with students. This tension can arise when students perceive a teacher's actions as pressure or violence, even when the intention is to educate and guide them toward a better future.

Violence against teachers, both physical and psychological, is a serious issue that needs more attention from various parties, including the government, schools and the community.(Deo et al. 2025)Efforts to create a safe and comfortable school environment for teachers and students must be a priority. This can be achieved by raising awareness of the importance of respecting the teaching profession and by securing support from schools and parents in enforcing discipline among students.

Violence against teachers in the performance of their professional

duties is a serious problem that not only violates the human rights of teachers as individuals, but also undermines the dignity of the educational profession and threatens the sustainability of a supportive educational environment. Teachers should feel safe while carrying out their responsibilities, but in reality, they are in a position vulnerable to intimidation, threats, and even violence. Meanwhile, normatively, the state has guaranteed legal protection for teachers in accordance with the provisions of Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes that teachers have the right to receive protection while carrying out their professional duties, including legal protection, professional protection, and protection for occupational safety and health.(Iskandar and Rosary 2024).

However, various studies show that legal protection for teachers still faces significant challenges in terms of its implementation.(Saputra, Al Farizi, and Efridadewi 2025). The imbalance in legal understanding among teachers, students, and parents often results in disciplinary actions taken by teachers being misinterpreted as forms of violence or violations of children's rights. This situation is further exacerbated by weak regulatory dissemination and the suboptimal role of educational institutions and law enforcement officials in providing legal certainty for teachers who become victims of violence.(Ardi 2016)As a result, teachers are often caught in a dilemma between exercising disciplinary authority and avoiding the risk of conflict and violence.

The urgency of this research lies in the need to clarify and reaffirm the legal position of teachers as legal subjects who need to be protected when carrying out their professional duties. Clear and effective legal protection is crucial not only for teachers' personal interests but also for the sustainability of the national education system, which is based on the principles of justice, legal certainty, and the protection of human rights.(Budoyo et al. 2025). Without adequate legal protection, the quality of education may decline because teachers may be reluctant to take firm steps in educating and disciplining students.(Rahimah 2022).

Based on this situation, this study has a basis for normatively analyzing the regulations on legal protection for teachers who are victims of violence while carrying out their professional duties at school, as well as evaluating the obstacles that influence the effectiveness of its implementation.(Budoyo and Hardiyanti 2021)This study is expected to provide both academic and practical contributions to strengthening the legal framework for teacher protection and serve as a reference for policymakers and stakeholders in the education sector.

Furthermore, training and professional development for teachers is crucial to help them face the various challenges in the field. Equipped with adequate knowledge and skills, teachers are expected to be better able to manage difficult situations and reduce the likelihood of conflict that could lead to violence.

MAIN PROBLEM

The main issues raised in this research are:

1. How is the legal protection for teachers as victims of violence in carrying out professional duties at school based on the laws and regulations in force in Indonesia?
2. Has this legal protection provided certainty and effective protection for teachers as victims of violence in educational practices?

RESEARCH METHOD

This research adopts a normative legal research method, by implementing a legislative approach and a conceptual approach.(Ibrahim 2006)In the context of normative legal research, this activity is carried out by studying and analyzing secondary legal materials that include laws and regulations related to teacher protection, relevant legal doctrines, as well as scientific articles and journals that support this topic.(Marzuki 2017)The analysis process was conducted qualitatively, aiming to evaluate applicable legal norms and assess the extent to which existing legal protection can be considered adequate and effective for teachers who become victims of acts of violence while carrying out their professional duties in the school environment.

RESEARCH RESULTS AND DISCUSSION

Legal Protection for Teachers as Victims of Violence in the Implementation of Professional Duties at School Based on the Laws and Regulations in Force in Indonesia

Based on observations of trends in school violence, it can be seen that acts of violence against teachers arise not only from reports submitted by parents to authorities, but also often take the form of direct physical action by students. These acts of violence are usually triggered by efforts to enforce discipline at school.

One striking recent example is the incident involving a teacher at SMP Negeri 1 Baebunta Selatan, North Luwu. The teacher suffered facial lacerations after being attacked by a student who had been reprimanded for skipping class. (Palopopos Editorial Team 2026) This incident drew public attention, particularly because the physical violence went viral on social media and was reported to the authorities for legal action.

This phenomenon shows that teachers are not only at risk of becoming victims of physical violence, but are also trapped in a complex situation of power relations between teachers, students and parents. (Fathur Rachman Natpul, H. Abd Rahman 2005) This is often part of a larger issue regarding legal protection in educational practice. Therefore, it is important to recognize that protecting teachers from violence in schools must be a serious concern, both from schools, parents, and the wider community.

The legal protection provided to teachers who are victims of violence has a strong legal basis which is regulated in various important regulations. (Prawitasari, Sayudi, and Ruwaida 2024) This demonstrates a commitment to maintaining the safety and dignity of educators in carrying out their duties.

Law Number 14 of 2005 concerning Teachers and Lecturers grants educators certain rights, including legal protection while carrying out their professional duties. This provision emphasizes that every teacher has the right to safety guarantees, legal protection, and protection in carrying out their profession, especially when they face threats or acts of violence that may occur during the educational process. This demonstrates the state's commitment to ensuring that educators can carry out their duties safely and without fear, so they can focus on student development and education. This protection is crucial to creating a conducive and safe learning environment for all parties involved in the educational process.

Law Number 20 of 2003 concerning the National Education System emphasizes the importance of providing education that creates a safe and supportive environment for all members of the school community, including teachers. In this context, violence occurring in the course of educational duties is unacceptable.

However, these regulations demonstrate that existing legal protection is normative and focuses more on establishing rights and obligations, without clearly defining practical protection mechanisms when a teacher becomes a victim of violence. This demonstrates a gap between established legal norms and the reality on the ground. This gap becomes even more apparent when teachers must face legal proceedings or when the community is directly involved in handling cases of violence. This situation creates a dilemma for educators, who are often

afraid to take disciplinary action. This concern arises from concerns that such action will result in legal proceedings or a police report.

This situation demonstrates the importance of strengthening more concrete and effective protection mechanisms for teachers. Furthermore, efforts are needed to bridge the gap between existing norms and on-the-ground practices, so that educators can carry out their duties safely and without fear.

While nationally established regulations have provided the necessary normative framework to protect teachers, their implementation still faces significant challenges. Violence against teachers often elicits a different response from law enforcement when it does not meet criminal criteria. For example, in the case of an elementary school teacher in South Tangerang who was reported by a parent simply for giving advice to a student, (Noviansah 2026) At that time, a student fell after asking a friend to carry him. He was not immediately given help, until the teacher advised him to care for others.

The advice was perceived as a form of scolding the student in front of the class. Despite mediation, the student's parents reported the teacher to the Women's Empowerment and Child Protection Agency and the South Tangerang Police for verbal abuse. However, the investigation was ultimately closed because no criminal elements were found. This decision reflects how law enforcement officials function in providing legal certainty based on factual and substantive analysis. However, it also raises

questions about the boundary between a teacher's professional actions and actions that could be considered criminal acts that should be protected or prosecuted.

There's a growing societal concern about the potential criminalization of teachers while carrying out their duties of educating or disciplining students. This has even given rise to viral content in the form of parodies of teachers afraid to reprimand students for fear of being reported to the authorities. (Uswah Sahal 2026) This phenomenon reflects social unrest that should receive attention from educational institutions and law enforcement officials, so that good communication and understanding regarding the role and limits of teachers' authority can be established.

The implementation of legal protection should not only be stated in statutory regulations (Born in 2025), but it must also be realized through structured mechanisms, regulatory outreach to the school community, and solid coordination between educational institutions, law enforcement officials, and professional teachers' organizations. In this way, legal protection will not only be normative jargon but will also be realized as a reality on the ground, supporting a dignified and safe educational process for all parties.

Certainty and Effectiveness of Legal Protection for Teachers as Victims of Violence in Educational Practices

Legal protection for teachers who become victims of violence in the context of education has been regulated in several laws and

regulations. Normatively, this guarantee can be found in Law Number 14 of 2005 concerning Teachers and Lecturers, Law Number 20 of 2003 concerning the National Education System, as well as regulations relating to child protection and criminal law provisions in the Criminal Code (KUHP). Furthermore, technical regulations from the Ministry of Education also provide guidelines for preventing and handling violence in educational environments. One such regulation is Regulation of the Minister of Primary and Secondary Education Number 4 of 2026, issued as a form of the state's commitment to providing protection for educators and education personnel in carrying out their professional duties. (Minister of Primary and Secondary Education 2026) This regulation is intended to create a sense of security, comfort, and fairness for all educators in formal, non-formal, and informal education institutions. Protection for educators and education personnel aims to ensure a sense of security and comfort in carrying out their duties. With clear protection, it is hoped that work enthusiasm, professionalism, and the quality of educational services will continue to improve. The implementation of protection is based on the principles of non-discrimination, accountability, non-profit, and the presumption of innocence. This principle affirms that every educator and education personnel has the right to receive protection without distinction of background and cannot be declared guilty before a final legal decision is made. This form of protection is implemented through non-litigation advocacy such as legal consultation,

mediation, and the fulfillment and restoration of rights. If a non-litigation resolution does not reach an agreement, the problem can be continued through litigation in accordance with statutory provisions.

From the perspective of legal certainty, the existence of norms that clearly state the right of teachers to receive legal protection demonstrates the state's recognition of the position of teachers as legal subjects who need to receive protection. Article 39 paragraph (1) of the Law on Teachers and Lecturers emphasizes that teachers have the right to receive protection when carrying out their duties, including legal protection from acts of violence, threats, discriminatory treatment, and intimidation.

However, in its implementation, several issues remain that affect the level of legal certainty. Current norms are general and not yet fully operational, necessitating the development of more technical and effectively implemented derivative regulations. There is potential for conflict and a lack of public awareness of these regulations, both among teachers and the wider community, resulting in a lack of clear understanding of the boundaries of permissible actions and the protection mechanisms provided. This situation demonstrates that although legal certainty exists formally, its substance and implementation still require further strengthening.

This indicates the need for strategic steps to disseminate information regarding existing regulations, so that all parties have a common understanding of their

rights and obligations. This is expected to improve the implementation of these norms, which in turn can minimize the potential for conflict arising from misunderstandings. Furthermore, strengthening the implementation aspect is crucial so that these norms remain not merely written on paper but can also be effectively applied in everyday life.

Therefore, it is crucial to conduct comprehensive outreach and involve various parties in this process, so that everyone can fully understand the existing regulations and benefit from the protections they provide. With the right approach, it is hoped that these norms will function optimally and provide substantial legal certainty for all parties involved.

The effectiveness of legal protection depends not only on the existence of regulations, but also on how those regulations are implemented and enforced. In reality, various factors influence the effectiveness of protection provided to teachers who are victims of violence, including:

a. Response of law enforcement officers

The handling of reports of violence against teachers depends heavily on the authorities' understanding of the educational context. A lack of sensitivity to the role of teachers can result in a slow legal process or one that is unfavorable to victims.

b. Internal Prevention and Handling Mechanisms

Effectiveness also depends heavily on the existence of clear standard operating procedures (SOPs) in educational institutions for preventing and handling

violence. Without an organized mechanism, legal protection tends to be reactive rather than preventative.

c. Social Culture and Power Relations

In some communities, teachers are often placed in disadvantageous situations when interacting with students' parents or facing other social pressures. This situation can hinder teachers from reporting acts of violence they experience, especially those perpetrated by students.

Thus, the existing legal protections provide a foundation of normative certainty. However, their effectiveness in practice still needs to be strengthened through consistent implementation, inter-agency collaboration, and both structural and cultural support within the educational environment.

CONCLUSION

Based on a normative review of the laws and regulations in force in Indonesia, it can be concluded that there is a fairly clear legal basis for protecting teachers as victims of violence while carrying out their professional duties in schools. Law Number 14 of 2005 concerning Teachers and Lecturers guarantees legal protection, professional protection, and occupational safety and health for teachers while carrying out their duties. Furthermore, Law Number 20 of 2003 concerning the National Education System emphasizes the importance of providing education in a safe and conducive environment.

However, in practice, there remains a gap between legal norms

and the reality on the ground. Cases of violence against teachers that have garnered public attention demonstrate that legal protection is not yet fully effective in providing a sense of security and legal certainty for teachers in carrying out their disciplinary functions. The main problems lie in the absence of an integrated technical protection mechanism, weak socialization of legal rights and obligations within the school environment, and differing perceptions regarding professional teacher actions and those considered unlawful.

Therefore, it can be emphasized that although legal protection for teachers in Indonesia is normatively available, its effectiveness in practice still needs to be improved. Strengthening the implementation aspect is necessary so that existing legal norms can truly guarantee the safety and dignity of the teaching profession within the national education system.

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