

## Legal Protection for Teachers Against Threats of Physical Violence from Parents at School

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Informasi Artikel	Abstract
E-ISSN : 3026-6874 Vol: 3No: 12 December 2025 Page : 46-60	<i>The teaching profession plays a strategic role in advancing national education, as mandated by the 1945 Constitution of the Republic of Indonesia. However, teachers frequently face challenges, including threats of physical violence from students' parents, which undermine their dignity and safety in the educational environment. This study addresses the problem of how legal frameworks provide protection for teachers and whether existing regulations adequately ensure their rights and security. The research aims to analyze the effectiveness of legal protection for teachers under the Criminal Code, Law No. 14 of 2005 on Teachers and Lecturers, Law No. 35 of 2014 on Child Protection, and Ministerial Regulations concerning teacher protection. The study employs a normative juridical method with a statute, conceptual, and case approach, relying on primary, secondary, and tertiary legal materials, analyzed through qualitative interpretation and juridical argumentation. The results indicate that although legal instruments exist, their implementation remains weak due to the absence of technical regulations, limited institutional coordination, and insufficient support systems for teachers at the school level. The study concludes that derivative regulations and integrated mechanisms are essential for ensuring effective protection. It recommends strengthening inter-agency coordination, establishing school-level protection units, and enhancing teachers' legal literacy.</i>
<b>Keywords:</b> <i>Legal protection, Teachers, violence, Education law, Policy reform</i>	

### Abstrak

Profesi guru memegang peran strategis dalam memajukan pendidikan nasional, sebagaimana diamanatkan oleh Undang-Undang Dasar Negara Republik Indonesia Tahun 1945. Namun, guru sering menghadapi tantangan, termasuk ancaman kekerasan fisik dari orang tua siswa, yang merusak martabat dan keamanan mereka di lingkungan pendidikan. Penelitian ini membahas masalah bagaimana kerangka hukum memberikan perlindungan bagi guru dan apakah peraturan yang ada cukup menjamin hak dan keamanan mereka. Penelitian ini bertujuan untuk menganalisis efektivitas perlindungan hukum bagi guru berdasarkan Kitab Undang-Undang Hukum Pidana, Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Tenaga Pendidik, Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak, dan Peraturan Menteri terkait perlindungan guru. Studi ini menggunakan metode yuridis normatif dengan pendekatan statuta, konseptual, dan kasus, berdasarkan bahan hukum primer, sekunder, dan tersier, yang dianalisis melalui interpretasi kualitatif dan argumen yuridis. Hasil penelitian menunjukkan bahwa meskipun instrumen hukum tersedia, implementasinya masih lemah akibat ketidakhadiran peraturan teknis, koordinasi institusional yang terbatas, dan sistem dukungan yang tidak memadai bagi guru di tingkat sekolah. Studi ini menyimpulkan bahwa peraturan turunannya dan mekanisme terintegrasi sangat penting untuk memastikan perlindungan yang efektif. Rekomendasinya meliputi penguatan koordinasi antarlembaga, pembentukan unit perlindungan di tingkat sekolah, dan peningkatan literasi hukum guru.

**Kata Kunci :** Perlindungan hukum, Guru, Kekerasan, Hukum pendidikan, Reformasi kebijakan.

### INTRODUCTION

The education system in Indonesia is divided into several levels. It begins with primary school, followed by secondary school, which can be either general or vocational, and then continues on to higher education. Education is a form of long-term investment, meaning that

investment in human resources does not immediately yield results (Widiarto et al., 2018). The teaching profession holds a fundamental and strategic role in advancing national education, as enshrined in the 1945 Constitution of the Republic of Indonesia. In practice, teachers are expected to function not only as facilitators of learning but also as shapers of the character of future generations. Funmi and Qian (2020) contend that the evolution of the teaching profession mirrors broader social transformations and underscores the necessity of adapting teacher education programs to cultivate critical thinking skills among both educators and students. Such adaptability is crucial for enhancing pedagogical practices and equipping prospective teachers to confront contemporary challenges effectively.

There is dehumanisation occurring in schools. Dehumanization, defined as the reduction of individuals to less than human status, is particularly relevant in this context. Historically, dehumanization has played a critical role in justifying social exclusion, discrimination, and violence (Farida et al., 2025). Despite this vital role, teachers often encounter significant pressures, including physical violence perpetrated by parents within the school environment. This phenomenon is not an isolated occurrence but a recurring issue that reflects systemic problems. In Indonesia, numerous cases have emerged in which parents direct violence toward teachers, ranging from verbal intimidation and threats to physical assaults. A notable example occurred in Sidoarjo in 2023, when a teacher was attacked by a parent after reprimanding a student for violating school regulations, an incident that attracted national attention (Kompas, 2021). Similar cases in other regions demonstrate that violence against teachers is not sporadic but symptomatic of deeper structural concerns, thereby necessitating serious examination from a legal perspective.

Uyanik et al. (2021) report that early childhood educators frequently encounter confrontational attitudes from parents, which manifest in forms ranging from belittling behaviors to psychological and physical violence. Their study identifies three principal patterns of confrontation. The first involves the devaluation of teachers' professionalism, where parents reduce teachers to the role of babysitters, question their competence, and undermine their educational authority. Such actions foster frustration and erode teachers' legitimacy. The second concerns accusations and abusive behavior directed at teachers in response to student misbehavior, often accompanied by excessive parental bias and verbal aggression toward teachers or even other students. The third form includes manipulative practices in which parents exert pressure on teachers to alter pedagogical decisions for personal advantage, such as disrupting classroom arrangements or bypassing formal communication channels.

Similarly, Biffi and Bianchi (2021) observe that teachers often face resistance when reporting suspected cases of child abuse. Parents may respond by shifting blame onto teachers, challenging their professional authority, or socially marginalizing them within the school environment. This problem is compounded by teachers' limited training in violence reporting procedures, reduced self-confidence resulting from insufficient institutional support, and fear of parental retaliation. Moreover, weak coordination between schools, child protection services, and local governments further aggravates the issue. The absence of constructive communication between teachers and parents ultimately threatens teachers' dignity, damages their professional reputation, and transforms what should ideally be a cooperative educational partnership into a relationship characterized by tension, pressure, and distrust.

Legal Protection Theory encompasses diverse concepts and methods aimed at safeguarding individual and collective rights within various legal systems. It focuses on how legal frameworks protect against rights violations, covering areas such as civil, property, intellectual property, and human rights. However, Svitlychnyi and Korotun (2021) note persistent ambiguities in defining civil and property rights protections, calling for clearer legislative frameworks. Collective rights have gained prominence, particularly in arbitration, where mechanisms like indirect claims protect interests of individuals not directly involved, as observed by Dolganichev and Grubtsova (2021). In emerging service sectors, Selina and Darma (2021) show that consumer protection in online transportation necessitates fair, structured legal mechanisms due to evolving socio-economic models. Sihotang et al. (2021) emphasize the psychological dimension of legal

protection, especially for child violence victims, advocating holistic approaches that integrate legal and emotional support. From a human rights perspective, Riswanto and Suparno (2021) argue that legal protection must align with democratic values to uphold dignity and justice. Similarly, Ramadhani et al. (2021) stress that health should be recognized as a human right, requiring the state to ensure access to adequate healthcare. In essence, Legal Protection Theory is dynamic and multidimensional, requiring ongoing adaptation of legal systems to effectively protect rights, ensure justice, and foster social equity in changing societal contexts.

John Rawls' Theory of Justice offers a foundational and evolving framework for understanding fairness and equality, emphasizing that social and economic inequalities are only justifiable if they benefit the least advantaged—an idea encapsulated in the Difference Principle (Mongin & Pivato, 2021). This principle extends into ethical considerations in organizational and societal contexts (Augustyn, 2021). Justice is recognized as context-dependent, shaped by moral and ethical standards, and adaptable to modern challenges like environmental sustainability, where concepts of distributive and procedural justice guide equitable energy transitions (Siciliano et al., 2021). Multicultural perspectives add complexity to justice discourse by questioning traditional boundaries between individual and collective justice. In diverse societies, balancing these aspects is crucial for social cohesion (Gale et al., 2021). Rawls' principles also expose systemic inequities in areas like healthcare, where ethical analyses argue that justice requires universal access to essential services aligning with Rawls' focus on fairness (Derrington et al., 2021). In conclusion, Rawls' theory integrates distributive, procedural, and restorative justice, offering a holistic approach to addressing societal injustices. This framework remains essential for ensuring justice reflects the lived realities and rights of all individuals, especially the most disadvantaged (Matta et al., 2020).

The theory of the rule of law is a foundational tenet in legal and political philosophy, asserting that governance must be grounded in law rather than the arbitrary will of officials. It enshrines legality as a constitutional principle, mandating that no one, including those in power, is above the law and that legal norms be applied uniformly. This principle is central to democratic governance and modern legal systems. Albert Dicey's notion that "no one is above the law" underlines the need for uniform legal compliance to ensure fairness (Gilmullin & Krasnov (2020), while Erlangga and Marpi (2021) affirm that equality before the law promotes societal justice. Golanski (2021) emphasizes that beyond procedural fairness, substantive equality and inclusive participation are vital, particularly for protecting vulnerable populations. This requires law to be accessible, enforceable, and responsive to diverse needs. Globalization and administrative justice present challenges to legal principles. Schroeder (2021) highlights the European legal tradition of limiting state power via judicial structures, and Marique (2021) stresses that law must adapt to changing social and political contexts. Ibembe (2020) adds that applying legal principles requires a situational approach that considers both individual and communal norms. In conclusion, the rule of law is essential for accountable governance and protecting rights. It demands that rules not arbitrary decisions govern societal conduct, thereby upholding justice, equality, and human rights in democratic societies.

In Indonesia, several legal instruments provide explicit protection for teachers. The Criminal Code (KUHP) serves as the primary legal framework for prosecuting criminal acts, including violence committed by students' parents against teachers. Article 351 of the KUHP addresses physical assault, prescribing a maximum sentence of two years and eight months' imprisonment, which may extend to five years if the act results in serious injury. For cases of minor assault, Article 352 applies, while Article 335 prohibits acts causing discomfort when accompanied by threats or violence. Additionally, Article 310 regulates defamation and slander, thereby offering legal recourse against reputational harm. Collectively, these provisions establish a criminal law foundation for safeguarding teachers from various external threats (KUHP).

Beyond the KUHP, Law No. 14 of 2005 on Teachers and Lecturers affirms the legal recognition and protection of the teaching profession. Article 39 guarantees teachers the right to protection in performing their duties, while Article 40 explicitly ensures legal, professional, and occupational safety. Article 41 mandates central and regional governments to provide such legal

safeguards, and Article 44 requires local governments to deliver legal assistance in cases involving violence against teachers. This law functions as a normative framework that secures the profession against external threats, including those from parents, while ensuring the continuity and safety of teachers' educational responsibilities (Pemerintah RI, 2005).

Complementing these provisions, the Regulation of the Minister of Education and Culture No. 10 of 2017 delineates specific forms of protection for educators and educational personnel. Article 2 stipulates that protection encompasses legal, professional, occupational safety, and health dimensions, thereby reinforcing the state's obligation to guarantee teachers' security and well-being. Article 4 further extends this protection to include safeguards against violence, intimidation, unfair treatment, and unprofessional conduct originating from students, parents, or other parties within the educational setting. Moreover, Article 5 grants teachers the right to report incidents of violence and to obtain both legal and psychological support. This regulation operates as both a preventive and responsive mechanism, aiming to preserve the safety, dignity, and professional integrity of teachers (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 10 Tahun 2017, 2017).

Globally, violence against teachers is not confined to Indonesia but also occurs in other countries. In the United States, a 2022 survey conducted by the American Psychological Association (APA) revealed that more than 25% of teachers had experienced abuse or physical violence from parents or other external parties. These findings demonstrate that violence against educators constitutes a transnational problem, highlighting the vulnerability of the teaching profession and the urgent need for comprehensive legal protection (Association American Psychological, 2022). In contrast, legal safeguards for teachers in Indonesia remain largely reactive and lack systematic structuring.

Existing legal mechanisms often fail to provide adequate assurance of teachers' safety and dignity, particularly when facing acts of violence from parents. This concern is significant, as the sustainability of quality education is fundamentally dependent on the protection and security of educators. Consequently, a critical gap persists in the form of limited legal scholarship specifically addressing the protection of teachers against parental violence. At present, Indonesia does not possess an integrated legal protection model applicable within the educational sector (Irahana, 2024; Nawawi, 2019). This study seeks to fill that gap by examining the issue and proposing a structured framework for teacher protection.

Drawing from the preceding background, this study formulates several research questions. First, what forms of legal protection are available to teachers in Indonesia who face threats or physical violence from students' parents within the school environment? Second, to what extent do existing regulations provide adequate legal safeguards for teachers in cases of such violence? Third, what obstacles hinder the implementation of legal protection for teachers, and what strategies can be developed to establish an applicable and integrated model of legal protection within the educational sector? These questions will be addressed through a normative legal approach, involving an examination of the relevant laws and regulations up to 2025, alongside case studies that illustrate the practical realities in Indonesia.

This study seeks to examine the forms of legal protection available to teachers in Indonesia against threats and acts of physical violence committed by parents within the school environment. It further aims to identify weaknesses in the current regulatory framework and assess its effectiveness in ensuring teachers' security in the performance of their professional duties. In addition, the study intends to propose an integrated and applicable model of legal protection for teachers within the national education system.

The research is expected to contribute to the reform of education law by reinforcing the legal position of teachers as subjects of law who must be protected by the state in carrying out their professional responsibilities, in accordance with the principles of the rule of law and social justice. From a theoretical standpoint, this study enriches the field of professional protection law and education law by integrating legal protection theory, Rawls' theory of justice, and the theory of the Rule of Law (Gilmullin & Krasnov, 2020; Mongin & Pivato, 2021; Svitlychnyi & Korotun, 2021). This theoretical integration provides a broader perspective on the necessity of legal



instruments that guarantee the security of teachers against all forms of violence, particularly those perpetrated by students' parents.

On a practical level, the findings of this study are expected to serve as valuable input for policymakers, particularly the Ministry of Education, Culture, Research, and Technology, as well as law enforcement agencies, in designing more responsive policies to strengthen teacher protection. Furthermore, the results will be relevant for educational institutions in developing a comprehensive teacher protection management system as part of school governance, thereby ensuring the safety and well-being of educators in the learning environment.

To maintain focus and analytical depth, this study applies specific research limitations. Contextually, the scope is confined to incidents of physical violence perpetrated by parents against teachers within the school environment. It does not address forms of verbal or psychological violence, nor does it examine violence occurring between students or among teachers. The emphasis lies on the teacher-parent relationship, wherein parents, as external actors expected to support the educational process, may in certain cases emerge as sources of threat.

Geographically, the study is restricted to the jurisdiction of Indonesia and is grounded in national legal instruments, including Law No. 14 of 2005 on Teachers and Lecturers, the Criminal Code (KUHP), and other sectoral regulations applicable within the Indonesian legal framework.

Temporally, the analysis covers the period during which these regulations remain in force up to the year 2025. Accordingly, the normative examination is limited to legal provisions and policy developments applicable until that time, thereby ensuring the relevance and accuracy of the study in reflecting prevailing legal conditions.

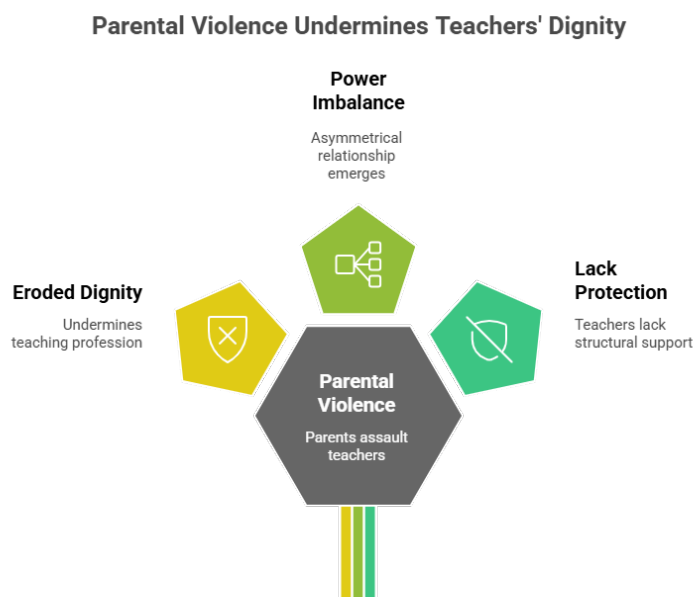
## **METHOD**

This study utilizes normative (doctrinal) legal research, focusing on the identification, interpretation, and evaluation of legal norms related to the protection of teachers from physical violence by students' parents within schools. It prioritizes legal materials over empirical data to construct arguments and interpret applicable laws, particularly those in force in Indonesia up to 2025 namely, Law No. 14 of 2005 on Teachers and Lecturers, the Criminal Code (KUHP), and Regulation of the Minister of Education and Culture No. 10 of 2017. The research is framed by Legal Protection Theory, Rawls' Theory of Justice, and the Theory of the Rule of Law, which guide the normative and ethical assessment of teacher protection (Gilmullin & Krasnov, 2020; Mongin & Pivato, 2021; Svitlychnyi & Korotun, 2021). Three methodological approaches are used: the statute approach (examining relevant legislation), the conceptual approach (exploring theoretical foundations such as justice and legal rights), and the case approach (analyzing real-world incidents like the 2023 Sidoarjo case and APA's 2022 U.S. study on teacher-targeted violence). Legal materials are categorized into primary (binding laws and regulations), secondary (scholarly analyses, including works by Funmi & Qian (2020), Uyanik et al. (2021), Biffi & Bianchi (2021), and tertiary (reference tools like legal dictionaries). Data collection is done via systematic library research, and materials are organized under three analytical themes: regulatory frameworks, field implementation, and effectiveness of protection mechanisms. The analysis employs a normative-qualitative method using deductive and teleological reasoning to assess coherence between legal norms and real-world teacher protection practices. It aims to clarify legislative intent, evaluate alignment with principles of justice and the rule of law, and propose reforms for an integrated legal protection model in Indonesia's education system.

## RESULTS AND DISCUSSION

### Factual Conditions of Violence Against Teachers by Parents of Students

The occurrence of violence against teachers committed by students' parents has emerged as a distressing reality within the Indonesian education system. In recent years, various cases reported in the media have underscored a growing trend that undermines the dignity and authority of the teaching profession. A prominent example took place in Sidoarjo in 2023, when a teacher was physically assaulted by a student's parent after disciplining the child for violating school regulations (Kompas, 2021). This incident illustrates the imbalance between the educational authority vested in teachers and the perceived power exercised by parents, a situation aggravated by the absence of adequate structural mechanisms to protect teachers in practice.



**Figure 1. Parental Violence Undermines Teachers Dignity**

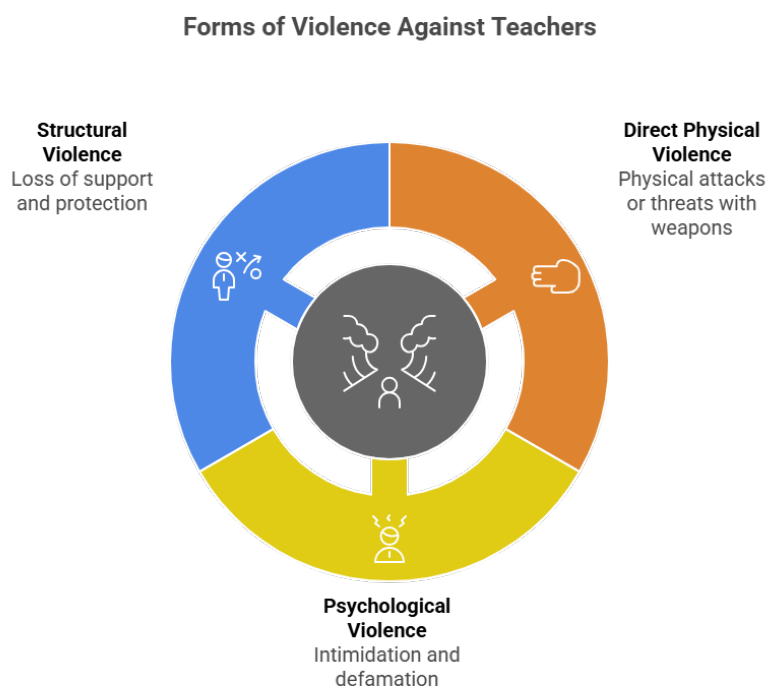
Parental violence against teachers constitutes a critical incident that signifies a direct assault on the role of educators. This phenomenon carries profound implications as it undermines professionalism and weakens teachers' authority. Its practical consequences include diminished feelings of safety, reduced pedagogical authority, and the erosion of the profession's public image. Within the sphere of social relations, such violence generates a power imbalance between teachers, who hold educational authority, and parents, who frequently perceive themselves as possessing greater control. This asymmetry is manifested through excessive interference, acts of intimidation, and even the overturning of teachers' decisions. The problem is further aggravated by the absence of sufficient structural support, including clear reporting procedures, legal safeguards, managerial backing, and effective mechanisms for handling incidents. The three-line elements in the visualisation symbolise the flow of contributing factors involving schools, parents, and the state, all of which converge in acts of violence against teachers. Taken together, the image illustrates a causal sequence in which parental violence fosters unequal power dynamics, compounded by weak institutional support, ultimately resulting in the erosion of teachers' dignity and the deprofessionalisation of the teaching profession.

This condition represents not only isolated incidents but also a systemic issue. Uyanik et al. (2021) demonstrated that early childhood teachers across several countries frequently encounter parental pressure, manifested in the denigration of their professionalism, the unjust transfer of responsibility during student conflicts, and manipulative influence over academic decisions. While the specific forms and intensity of these cases may differ, a consistent pattern emerges:

teachers remain vulnerable to physical, psychological, and professional harm in the course of fulfilling their educational duties, responsibilities that should instead receive full support from the surrounding community, particularly from parents.

### Identifying Patterns of Violence: Physical, Psychological, and Structural

Using qualitative data derived from literature reviews, media coverage, and legal cases, patterns of parental violence against teachers can be classified into three primary forms. The first is direct physical violence, which includes acts such as assault or threats with weapons, exemplified by a 2021 case in Bekasi where a teacher sustained injuries following an attack by a student's parent (Espos.id, 2021). The second is psychological violence, manifested through intimidation, public humiliation, or the dissemination of defamatory remarks on school-related social media platforms. The third is structural violence, which emerges when teachers are denied access to legal aid, institutional support, or protective mechanisms, whether from the school administration or local educational authorities.



**Figure 2. Forms of Violence Against Teachers**

The visual illustration places the teacher at the center, represented by a grey circle with an icon depicting verbal assault, symbolizing the teacher as the subject under pressure or attack. The surrounding waves signify the aggression directed at the teacher, both verbal and non-verbal. The inner dark, segmented ring reflects a zone of vulnerability, illustrating the fragile boundary between teachers and potentially aggressive environments, with the gaps indicating a leakage of protection. The outer colored ring categorizes three interrelated and co-occurring forms of violence. The orange segment represents physical violence, such as assaults, attacks, or threats involving dangerous objects, with the hand icon emphasizing the body and life as primary targets. The yellow segment illustrates psychological and symbolic violence, including intimidation, public humiliation, and defamatory acts, often through school-based or community social media, with the head-and-exclamation icon symbolizing stress and anxiety. The blue segment denotes structural violence, characterized by the absence of reporting procedures, slow managerial responses, lack of legal assistance, or inadequate institutional protection, with the crossed-out person icon highlighting systemic failure to provide support. Conceptually, these forms of violence constitute a triadic framework of physical, psychological, and structural dimensions. Structural violence acts as an enabler, as weak institutional support increases the likelihood of intimidation,

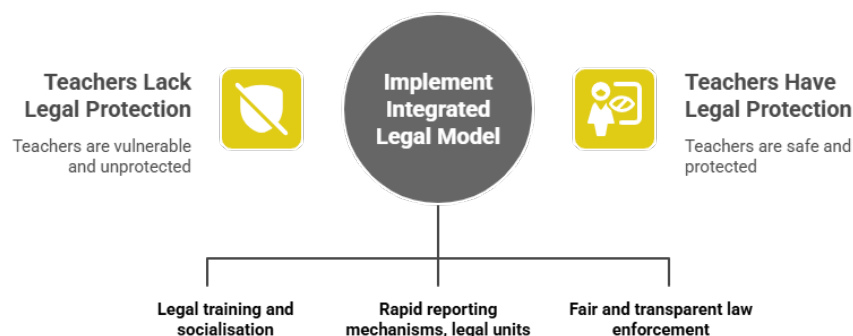
which may escalate into physical aggression. The circular layout signifies a cyclical or co-occurring relationship, suggesting that each form of violence can trigger or reinforce the others rather than occurring in a strictly linear sequence.

Structural violence produces particularly harmful long-term consequences. Biffi and Bianchi (2021) note that teachers frequently lack support from school management when reporting acts of violence and instead face a reversal of narrative in which parents attribute responsibility for students' problems to the teachers themselves. Such circumstances foster demoralisation, diminish self-confidence, and create reluctance among teachers to exercise their crucial corrective role within the educational process. Consequently, this form of violence cannot be viewed in isolation but is closely linked to the systemic weakness of protective mechanisms that should safeguard and empower teachers.

### The Need for Integrated Protection Models

The findings highlight the urgent need to develop an integrated legal protection model for teachers. Such a model should incorporate preventive measures, including legal training and awareness programs; responsive mechanisms, such as rapid reporting systems and school-based legal units; and corrective measures, namely fair and transparent law enforcement. Its implementation requires cross-sectoral collaboration involving the Ministry of Education, law enforcement authorities, and teacher professional organizations.

#### Integrated Legal Protection for Teachers



**Figure 4. Integrated Legal Protection for Teachers**

The figure presents an integrated intervention model demonstrating that comprehensive legal protection can move teachers from a position of vulnerability without safeguards to one of adequate protection. This model reflects a theory of change that connects policy interventions with tangible improvements in teachers' status and working conditions.

The central grey node labelled "*Implement Integrated Legal Model*" functions as the policy pivot, underscoring the need for an overarching framework that combines preventive, responsive, and corrective measures while ensuring effective inter-agency coordination. The left panel, titled "*Teachers Lack Legal Protection – Teachers are vulnerable and unprotected*," depicts the initial state in which teachers face risks due to the absence of standard procedures, inadequate legal assistance, and weak regulatory enforcement. In contrast, the right panel, labelled "*Teachers Have Legal Protection – Teachers are safe and protected*," illustrates the ideal condition where teachers enjoy safety, access to legal aid, and consistent application of the law, reflecting the proper functioning of the rule of law within the educational system. The bottom connecting line highlights the causal link, indicating that the central node operates as a lever shifting the system from vulnerability to protection.

The causal mechanisms embedded in this model encompass preventive measures such as enhancing legal literacy among teachers and parents, developing codes of ethics, and disseminating information on sanctions to reduce potential incidents. Responsive measures include establishing rapid reporting channels, appointing a single point of contact, and formalising cooperation between schools, police, and education authorities to improve case



handling and coordination. Corrective measures involve the provision of legal assistance, the application of evidence-related SOPs, the establishment of response deadlines, and transparent legal proceedings to strengthen deterrence and legitimacy.

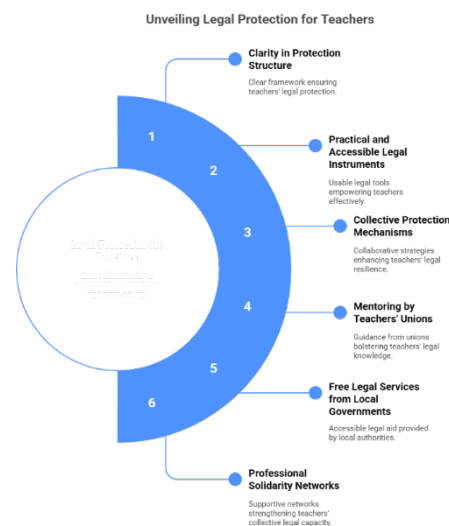
The effectiveness of this model can be assessed through several indicators, including the ratio of reported cases reaching adjudication, the timeliness of responses following reports, the proportion of schools with operational legal assistance units and SOPs, teachers' perceptions of safety and willingness to report, as well as trends in reduced incidents and improved case resolution.

The policy implications include institutionalising the integrated legal protection model through subsidiary regulations mandating SOPs, setting strict response deadlines, and ensuring whistleblower protection. Establishing teacher protection units at both school and district levels to provide legal support is also essential, alongside enhancing inter-agency collaboration through memoranda of understanding and the implementation of periodic accountability dashboards to close implementation gaps. In sum, the figure highlights that systemic change can only be realised if integrated interventions serve as levers that shift teachers from a condition of vulnerability to genuine protection, consistent with the principles of justice and the rule of law in the educational environment.

The proposed model may draw inspiration from the legal frameworks of Nordic countries, where professional protection is ensured through frontline units that respond promptly to complaints and through the use of legal mediation channels aimed at restoring relationships between teachers and the community. In the Indonesian context, such an approach requires adaptation to cultural norms and social structures while maintaining adherence to the principles of the rule of law, as articulated in Golanski's (2021) theory of the rule of law.

### Integration of Legal Protection Theory in the Context of Education

The integration of legal protection theories advanced by Svitlychnyi and Korotun (2021) necessitates a clear structural framework for safeguarding individuals, including teachers. In this regard, the state must establish legal instruments that are not merely formal in nature but also practical and accessible for teachers. Such protection should extend beyond normative provisions and be grounded in concrete mechanisms that can be effectively utilized when threats occur.



**Figure 5. Unveiling Legal Protection for Teachers**

The image depicts six foundational pillars which, when integrated, construct a comprehensive legal protection model for teachers. At the centre lies the ultimate objective of safeguarding teachers' rights and safety, while the six surrounding arcs connect to explanatory elements on the right, representing the system's components. The first pillar underscores the

necessity of a clear legal framework, grounded in the principle of the rule of law that requires certainty and predictability. Its implementation involves harmonising laws, ministerial regulations, and school SOPs, with explicit definitions of incidents, responsibilities, and sanctions. Effectiveness is assessed through the availability of standardised SOPs and routine compliance audits. The second pillar highlights the need for practical legal instruments within the framework of legal empowerment. This includes rapid reporting mechanisms, evidence documentation, digital evidence guidelines, and measurable response deadlines, with indicators such as reporting speed and the percentage of cases processed through official channels.

The third pillar centres on collaborative strategies across stakeholders, as advanced in the theory of collaborative governance. Operationalisation is demonstrated through MoUs between schools, law enforcement, social services, and health facilities, supported by integrated case conferences and established referral pathways. Success can be gauged by the number of active MoUs and inter-agency case resolution rates. The fourth pillar involves guidance from teacher associations or unions, reflecting Svitychnyi and Korotun's assertion of the importance of protective structures that extend to individuals. This includes legal consultation clinics, legal literacy curricula, and accompaniment during investigations, with indicators such as participation levels and satisfaction rates.

The fifth pillar addresses accessible legal aid, in line with the principle of access to justice as a prerequisite for the rule of law. Operational measures include regional legal aid posts, referral systems for legal counsel, and funding support for litigation and mediation. Effectiveness is reflected in the proportion of cases receiving assistance and the timeliness of appointing legal representation. The sixth pillar stresses the role of collective support networks as a manifestation of community-based legal resilience. These take the form of teacher protection teams at both school and district levels, peer support groups, and crisis communication protocols, with indicators including teachers' perceptions of safety and their willingness to report incidents.

Integration of these six pillars produces a three-tiered architecture. At the normative level, the legal framework ensures certainty; at the institutional level, collaborative strategies, teacher associations, and legal aid enhance capacity and coordination; and at the instrumental-operational level, applicable legal tools and collective networks guarantee practical implementation. The synergy across these tiers facilitates the transition of teachers from conditions of vulnerability to protection.

The model's change mechanism begins with inputs such as regulations, MoUs, legal aid funding, and training initiatives. The process involves rapid reporting, inter-agency coordination, and legal support and enforcement. The outputs generated include recorded cases, handling in line with service standards, and the provision of legal assistance. The outcomes consist of fewer incidents, greater deterrence, and enhanced perceptions of safety, while the long-term impact is the establishment of a safe school culture and the fulfilment of the rule of law.

The implementation roadmap spans one year and comprises four stages. The first quarter focuses on regulatory review, national SOP drafting, and establishing a single point of contact. The second quarter involves legal literacy training, launching reporting mechanisms, and activating regional legal aid posts. The third quarter pilots the model in selected regions and develops accountability dashboards. The fourth quarter is dedicated to evaluation, refinement, and nationwide expansion.

Potential risks include under-reporting, weak inter-agency coordination, and limited budgets. Mitigation measures include ensuring reporter protection and anti-stigma campaigns, establishing service-level agreements and accountability frameworks, and fostering partnerships with local governments, pro bono legal professionals, and private sector CSR initiatives. In conclusion, the figure highlights that effective legal protection for teachers depends not only on the existence of legal norms but also on institutional alignment and the availability of operational instruments. The integration of these elements enables the realisation of justice that functions in practice within the educational system, rather than remaining solely normative in legal texts.

This also entails adopting a collective approach to protection, ensuring that teachers are not left to address challenges in isolation. Collective mechanisms, including mentoring provided

by teachers' unions, free legal assistance offered by local governments, and professional solidarity networks, enhance teachers' legal capacity when confronted with external pressures. In this manner, legal protection functions as a systemic framework rather than remaining merely a provision of legal texts.

### **Social and Policy Implications of This Study**

The findings of this study have significant implications for the formulation of education and legal policies. Socially, this study emphasises the importance of strengthening the position of teachers as key actors in education who must be respected and protected. Legal protection is not only a repressive tool, but also a symbol of the state's recognition of the dignity of the teaching profession. In terms of policy, there is a need for subsidiary regulations to Permendikbud No. 10 of 2017, which technically regulates protection procedures, implementing units in schools, and coordination mechanisms across agencies such as The Ministry of Education, in collaboration with the Ministry of Law and Human Rights, must develop derivative regulations whether in the form of a new ministerial regulation or a director general regulation that provide detailed provisions on teacher protection (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 10 Tahun 2017, 2017). These regulations should specify clear procedures for reporting cases of violence, establish deadlines for case handling, and guarantee protection for both reporters and witnesses. They should also define the types of support available, including legal assistance, psychological counselling, and physical protection where necessary.

Each school should establish a Teacher and Education Personnel Protection Unit (UPGTK) that serves as the single point of contact for incident reporting, facilitates coordination with principals, education authorities, and law enforcement, and ensures that case documentation is stored and managed in a standardised manner. To strengthen inter-agency coordination, schools, education offices, law enforcement agencies, and legal aid institutions must adopt memoranda of understanding and standard operating procedures that regulate rapid communication channels such as integrated hotlines, clear mechanisms for case escalation, and defined response time limits at every institutional level.

In addition, the Ministry of Education should implement a monitoring and evaluation system through a data-driven accountability dashboard that records the number of reports, their processing status, and subsequent follow-up actions, with periodic publication to promote transparency. Capacity building is also essential, which includes legal literacy training for teachers and school leaders to enhance their understanding of rights, procedures, and reporting mechanisms, alongside outreach programmes for parents and school committees to foster legal awareness and reinforce community support. Through these measures, the derivative regulations of Permendikbud No. 10/2017 would not remain merely normative, but would become operational, measurable, and effective in ensuring legal protection for teachers in practice (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 10 Tahun 2017, 2017).

For instance, the government could establish *Teacher Protection Service Centres* at the district or municipal level to function as complaint hubs while also providing legal assistance and legal education for educators. Through this concrete measure, the state would demonstrate its commitment to upholding the principles of justice and the rule of law within the education sector. As Rawls underscores, a fair system is one that prioritises the most vulnerable members of society, which in this context refers to teachers who become targets of violence.

### **DISCUSSION**

The phenomenon of violence committed by parents against teachers is on the rise and has serious implications for the dignity of the teaching profession. An incident in Sidoarjo in 2023 serves as a clear example, when a teacher was attacked by a parent after reprimanding their child for violating school rules (Kompas, 2021). This case reflects an imbalance in power relations, where teachers, as educational authorities, are often positioned lower than parents who feel they have greater control. This situation is exacerbated by the absence of adequate structural mechanisms to protect teachers in the school environment.

Findings by Uyanik et al. (2021) show that pressure from parents is not limited to physical violence, but also includes professional degradation, shifting responsibility for student behaviour to teachers, and intervention in academic decisions. This confirms that the problem is systemic and erodes the legitimacy of the teaching profession.

Further analysis identifies three main patterns of violence faced by teachers. Physical violence includes assault or threats using dangerous objects, as occurred in a case in Bekasi in 2021 (Espos.id, 2021). Psychological violence manifests in the form of intimidation, public humiliation, and defamation through school social media. Meanwhile, structural violence occurs when teachers lack access to legal assistance, institutional support, or clear reporting mechanisms. This final form has long-term consequences. Biffi and Bianchi (2021) noted that many teachers experience a decline in motivation, loss of self-confidence, and reluctance to perform corrective functions due to insufficient support from the school.

This situation has the potential to reduce the quality of learning and increase the vulnerability of teachers. From a regulatory perspective, the Criminal Code, Law No. 14 of 2005, and Permendikbud No. 10 of 2017 provide a legal basis for protecting teachers. However, the implementation of these regulations is still far from effective.

Most cases of violence stop at media coverage without proceeding to a complete legal process. The main obstacles lie in the weak commitment to law enforcement, the tendency of schools to cover up cases to protect their reputation, and the lack of coordination between schools, education authorities, and law enforcement agencies. This situation is consistent with what Gilmullin and Krasnov (2020) explain in their theory of the rule of law, that law should not remain as a normative text but must be enforced fairly and consistently. When parents can act arbitrarily without consequences, the legitimacy of the law and the pedagogical authority of teachers are both eroded.

The results of this study emphasise the importance of an integrated legal protection model that includes preventive, responsive, and corrective measures. Preventive efforts can be realised through legal literacy for teachers and parents, the implementation of a school code of ethics, and the dissemination of legal sanctions. Responsive aspects include the provision of a rapid reporting system, the establishment of a legal protection unit in schools, and cooperation agreements with law enforcement agencies and education authorities. The corrective dimension includes the provision of free legal aid, the implementation of transparent legal procedures, and the imposition of strict sanctions on perpetrators. These pillars of protection are in line with legal protection theory, Rawls' theory of justice, and the principle of the rule of law (Mongin & Pivato, 2021; Svitlychnyi & Korotun, 2021). The main objective is to ensure that protection for teachers does not stop at the normative level but can be implemented in a tangible, measurable, and effective manner in maintaining professional safety.

The social implications of these findings lie in strengthening the position of teachers as key actors in education who must be respected and protected. From a policy perspective, the government needs to immediately formulate regulations derived from Permendikbud No. 10 of 2017, establish a Teacher and Education Personnel Protection Unit (UPGTK) in schools, and develop a data-based accountability dashboard to monitor cases of violence transparently. In line with Rawls' principle of justice, this protection must prioritise the most vulnerable, namely teachers facing threats of violence from parents. Thus, legal protection is not merely repressive but also a tangible manifestation of the state's presence in upholding the dignity of the teaching profession.

## **CONCLUSIONS**

Based on the findings of research concerning legal protection for teachers against threats of physical violence from parents within the school environment, as regulated in the Criminal Code, Law No. 14 of 2005 on Teachers and Lecturers, Law No. 35 of 2014 on Child Protection, and ministerial regulations pertaining to the safeguarding of the teaching profession, it can be concluded that:

The teaching profession plays a strategic role in educating the nation as mandated by the 1945 Constitution, but in practice, teachers are still vulnerable to physical violence from students' parents.

Legal protection for teachers is currently regulated by several regulations, including Law No. 14 of 2005 on Teachers and Lecturers, the Criminal Code, and Ministry of Education and Culture Regulation No. 10 of 2017 on the Protection of Educators and Education Personnel.

Despite the existence of legal frameworks, the implementation of teacher protection remains largely normative and ineffective in practice due to weak reporting mechanisms, inter-agency coordination, and insufficient institutional support within schools.

The integration of legal protection theory (Legal Protection Theory, Justice Theory, Rule of Law) indicates that protection should not stop at the normative level but must be realised through practical, swift, and accessible instruments for teachers.

This study underscores the urgency of establishing an integrated legal protection model for teachers that encompasses preventive, responsive, and corrective aspects, thereby fostering a sense of safety and enhancing the dignity of the teaching profession.

## CONCLUSION

The results of this study highlight various aspects of efforts to protect teachers from violence by parents. Some of the recommendations in the study are as follows:

The government needs to formulate derivative regulations from Permendikbud No. 10 of 2017 that explain in technical detail the protection procedures, the implementing units in schools, and the coordination mechanism between agencies.

Each school should form a Teacher and Education Personnel Protection Unit (UPGTK) that functions as a centre for receiving reports, providing legal assistance, and liaising with law enforcement officials.

A memorandum of understanding and standard operating procedures between agencies (schools, education offices, police, prosecutors, legal aid institutions) are needed to strengthen coordination, accelerate case escalation, and ensure timely handling.

The government and professional teacher organisations must provide legal literacy and self-protection training programmes so that teachers understand their rights, obligations, and appropriate reporting mechanisms.

Legal protection must be strengthened through collective networks such as mentoring from teachers' associations, free legal aid services from local governments, and professional solidarity support, so that teachers are not left to face threats individually.

Monitoring and evaluation must be conducted regularly through a data-driven accountability dashboard, displaying the number of reports, handling status, and follow-up actions as a form of public transparency.

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