

Legal Protection for Teachers from the Threat of Criminalization in Instilling Student Discipline

Sapto Budoyo¹✉, Wahyu Widodo², Suyadi³

¹ Faculty of Law, Universitas PGRI Semarang, Indonesia

² Faculty of Law, Universitas PGRI Semarang, Indonesia

³ Faculty of Law, Universitas PGRI Semarang, Indonesia

✉ Corresponding email: saptobudoyo@upgris.ac.id

Abstract

Teachers as professional educators play a crucial role in efforts to educate the life of the Indonesian nation. Increasing the level of criminalization of teachers, due to the act of reporting teachers to the Police in certain cases when teachers are carrying out duties. This study aims to determine and analyze legal protection for teachers in instilling student discipline values from the threat of criminalization and analyze efforts to optimize teacher legal protection from the threat of criminalization in instilling student discipline. The urgency of this study is to see from the perspective of the case of teachers who are suspected of committing criminal acts, teachers as educators in carrying out professional duties are suspected of violating the law or suspected of committing criminal acts, where teachers in that case are carrying out their profession and in this study it is important to do because it is to provide understanding, especially teachers in carrying out their profession when faced with a legal problem. The research used data collection methods, namely mixed methods. Qualitative includes an interview guide for resource persons containing a list of questions or topics to be discussed in the interview. Quantitative is collecting and analyzing data based on numbers and numerical measurements. This approach aims to describe, explain, and test relationships between variables using statistical analysis. The results showed that teachers in carrying out their professional duties have not received maximum legal protection. The final results show that given the large number of cases involving teachers having to deal with the law, this needs to be handled seriously in protecting teachers' laws from the threat of criminalization in carrying out their professional duties and instilling discipline in students.

Keywords: Teacher, Legal Protection, Criminalization, Discipline Student.



Abstrak

Guru sebagai pendidik profesional memainkan peran penting dalam upaya mendidik kehidupan bangsa Indonesia. Meningkatnya tingkat kriminalisasi terhadap guru, akibat tindakan melaporkan guru kepada Polisi dalam kasus-kasus tertentu ketika guru sedang menjalankan tugas. Studi ini bertujuan untuk menentukan dan menganalisis perlindungan hukum bagi guru dalam menanamkan nilai-nilai disiplin siswa dari ancaman kriminalisasi, serta menganalisis upaya untuk mengoptimalkan perlindungan hukum guru dari ancaman kriminalisasi dalam menanamkan disiplin siswa. Urgensi dari studi ini adalah untuk melihat dari sudut pandang kasus-kasus guru yang diduga melakukan tindakan kriminal, guru sebagai pendidik dalam menjalankan tugas profesional diduga melanggar hukum atau diduga melakukan tindakan kriminal, di mana guru dalam kasus tersebut sedang menjalankan profesinya. Dan dalam studi ini penting dilakukan karena untuk memberikan pemahaman, khususnya kepada guru dalam menjalankan profesinya ketika dihadapkan dengan masalah hukum. Penelitian ini menggunakan metode pengumpulan data, yaitu metode campuran. Kualitatif meliputi panduan wawancara untuk narasumber yang berisi daftar pertanyaan atau topik yang akan dibahas dalam wawancara. Kuantitatif adalah pengumpulan dan analisis data berdasarkan angka dan pengukuran numerik. Pendekatan ini bertujuan untuk mendeskripsikan, menjelaskan, dan menguji hubungan antara variabel menggunakan analisis statistik. Hasil penelitian menunjukkan bahwa guru dalam menjalankan tugas profesional mereka belum menerima perlindungan hukum yang maksimal. Hasil akhir menunjukkan bahwa mengingat banyaknya kasus yang melibatkan guru harus berurusan dengan hukum, hal ini perlu ditangani secara serius dalam melindungi hak-hak guru dari ancaman kriminalisasi dalam menjalankan tugas profesional mereka dan menanamkan disiplin pada siswa.

Kata Kunci: Guru, Perlindungan Hukum, Kriminalisasi, Disiplin Siswa.

A. Introduction

Teachers are the main element in the educational process, especially at the institutional and instructional levels. The position of teachers in the provision of education is at the forefront. The presence of teachers and their readiness to carry out their duties as educators greatly determines the implementation of a good educational process ¹. Teachers as professional educators play a very important role in efforts to educate the lives of the Indonesian people in the current era of globalization, creating complete human beings and obtaining a good living. Education is sought to bring about change in every human being. Universally, teachers are

¹ Muh Akib, "Beberapa Pandangan Tentang Guru Sebagai Pendidik," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan* 10, no. 1 (2007): 15–33, <https://doi.org/10.24252/lp.2007v10n1a2>.

essentially people who teach or educate other people (students) inside and outside school. Education provision is increasingly optimal, as evidenced by Law Number 14 of 2005 concerning Teachers and Lecturers. This law provides a legal umbrella for teachers without any difference in treatment between public and private teachers. One of the goals of training teachers' professional attitudes is to create feedback in the learning process.

An article written by Sarkio et al.² explains about "Tracing teachers' perceptions of entanglement of digitally-mediated educational activities and learning environments: a practice-oriented method" discusses the digitalization of education where teachers consider it important in the design of new learning environments to encourage collaborative and multidisciplinary school culture that also emphasizes the well-being and inclusion of students such as utilizing available digital instruments with basic level functionality. The article written by Dovilė Stumbrienė et al.³ entitled "Key factors influencing teachers' motivation to transfer technology-enabled educational innovation" discusses the analysis of motivation to transfer innovation varies according to teachers' perceived digital technology integration skills, which underlies the importance of implementing different roles and strategies based on teacher skills.

There are differences in the learning attitudes of each student, so it is a big duty and responsibility for teachers to understand the

² Katri Sarkio, Tiina Korhonen, and Kai Hakkarainen, "Tracing Teachers' Perceptions of Entanglement of Digitally-Mediated Educational Activities and Learning Environments: A Practice-Oriented Method," *Learning Environments Research* 26, no. 2 (2023): 469–89, <https://doi.org/10.1007/s10984-022-09442-w>.

³ Dovilė Stumbrienė, Tatjana Jevsikova, and Vita Kontvainė, *Key Factors Influencing Teachers' Motivation to Transfer Technology-Enabled Educational Innovation, Education and Information Technologies*, vol. 29 (Springer US, 2024), <https://doi.org/10.1007/s10639-023-11891-6>.

needs of each student according to their respective abilities. Behavioral and speaking habits also greatly influence students' willingness to learn, so not only do they need to understand each student, but teachers must also always speak as educators using educational words, not vice versa ⁴.

In this case, teachers also need to understand the rapid developments in the current digital era. Cristiano Rogério argues in his article "Weaknesses of ICT integration in the initial teacher education curriculum" that only focuses on initial teacher training, which is still ineffective in preparing teachers to meet the needs of today's digital society ⁵.

Teachers, in carrying out their professional duties, also have the obligation and responsibility to educate the nation's life by creating quality human resources to support development. Realizing how important the role of teachers is, teachers must receive optimal legal guarantees and certainty regarding their rights, as regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 19 of 2007 concerning Teachers as amended by Government Regulation number 74 of 2008 concerning Teachers. However, the reality in the field still triggers the emergence of various problems ⁶. Moreover, it is necessary to have initial education from the teacher or an introductory period before carrying out a lesson; Walsh, in his article "Child protection and safeguarding in initial teacher education: A systematic scoping review", states that the focus of his research is

⁴ Friskila Sitanggung et al., "Peran Guru Sebagai Pendidik Yang Profesional Dalam Administrasi Peserta Didik," *GEMILANG: Jurnal Manajemen Dan Akuntansi* 3, no. 1 (2022): 281–90, <https://doi.org/10.56910/gemilang.v3i1.340>.

⁵ Cristiano Rogério Vieira and Neuza Pedro, "Weaknesses of ICT Integration in the Initial Teacher Education Curriculum," *Computers and Education Open* 5, no. October 2022 (2023): 100150, <https://doi.org/10.1016/j.caeo.2023.100150>.

⁶ Harpani Matnuh, "Perlindungan Hukum Profesionalisme Guru," *Jurnal Pendidikan Kewarganegaraan* 7, no. 2 (2017): 46–50.

on the efficacy of innovative and interactive teaching or learning strategies. Online and focuses more on child protection in school learning at an early stage ⁷.

In its implementation, it is felt that Law Number 14 of 2005 has not reached the main target point, namely legal protection for teachers, as it should have. Cases emerge on social media, teachers being involved in acts of violence against students or teachers being involved in other criminal acts; in some instances, teachers as educators become victims of criminal acts carried out by their students' parents/guardians, and it does not rule out the possibility of students committing these criminal acts against the teacher, an example of the case of a teacher who a student's parents catapulted until he was blind, namely Zaharman aged 58 years, a teacher at SMAN 7 Rejang Lebong, Bengkulu, who a student's parents catapulted until he was permanently blind ⁸; A teacher was hacked by a student in Demak until he was critically injured, and a teacher named Ali Fatkurrohman was hacked by one of his students with the initials AR. The perpetrator was a tenth-grade student of Islamic School.. After carrying out several investigations, the Police succeeded in uncovering the motive behind the stabbing of a student against his teacher in Demak. Demak Police Chief, AKBP Muhammad Purbaja, said that the perpetrator's motive for slashing his teacher was because he was not satisfied with the results of the mid-semester assessment (PTS) he had obtained ⁹. This is evidence of the criminalization of teachers, and the role of professional

⁷ Kerryann Walsh et al., "Child Protection and Safeguarding in Initial Teacher Education: A Systematic Scoping Review," *Children and Youth Services Review* 150, no. February (2023): 106951, <https://doi.org/10.1016/j.chilyouth.2023.106951>.

⁸ Isal Mawardi, "Guru Dikatapel Ortu Murid Hingga Buta, PGRI Minta Kemendikbud Turun Tangan," *detiknews*, 2023.

⁹ Ruth Meliana, "Fakta Guru Madrasah Dibacok Siswa Di Demak: Kronologi, Motif Dan Kondisi Terkini," 2023.

organizations that accommodate teachers is considered less than optimal in protecting teachers in carrying out their professional duties.

Based on the research that the authors are looking for, as a comparison from several previous journals or articles, namely those proposed by Yenni ¹⁰ regarding Justice and Legal Protection of Teachers in the City of Pontianak, where discusses the formation of a Legal Services and Teacher Protection Unit (UPHPG) which can be used as a forum for resolving rake problems in carrying out their professional duties to achieve justice. Legal protection for teachers is defined as efforts made by the government to protect teachers and other education personnel in carrying out their professional responsibilities, including protection in legal, welfare, professional, and social aspects. Nanang states that legal protection for teachers in the educational process related to acts of violence in the education sector should be implemented through penal policies and non-penal policies ¹¹. In line with this, Harisman also discusses legal protection for teachers in carrying out their main duties ¹².

Furthermore, there is research that addresses the Legal Protection of the Teaching Profession for the Action of Punishing Students, in which the authors, Abdul Rahman Prakoso and Rinaldi Hermawan, focus on researching the phenomenon of student behavior that does not obey teacher orders and needs to be watched out for so as not to repeat this behavior. However, this is only

¹⁰ Yenny AS and Rini Setiawati, "Perlindungan Hukum Terhadap Guru Yang Berkeadilan Di Kota Pontianak," *Jurnal Hukum Media Bhakti* 3, no. 2 (2019): 153–64, <https://doi.org/10.32501/jhmb.v3i2.105>.

¹¹ Nanang, Herlina Manullang, and July Esther, "Perlindungan Hukum Bagi Guru Yang Mangalami Pengaduan Akibat Tindakan Guru Saat Menjalankan Profesi Mengajar," *Nommensen Journal of Legal Opinion* 3, no. 1 (2022): 45–58, <https://doi.org/10.51622/njlo.v3i1.612>.

¹² Harisman Harisman, "Perlindungan Hukum Bagi Guru Dalam Menjalankan Tugas Pendidikan Dan Pengajaran," *DE LEGA LATA: Jurnal Ilmu Hukum* 5, no. 1 (2020): 79–93, <https://doi.org/10.30596/dll.v5i1.3452>.

sometimes done by students. There are some students who, instead of obeying orders, actually rebel against the teacher again with actions that are not in line with their position as school students ¹³. Then, Ahmad Gazali focuses on regulations regarding protection for teachers who give physical sanctions within reasonable limits to students and to find out the impact of criminal cases that ensnare the teaching profession when carrying out their professional duties towards teachers in carrying out their professional responsibilities ¹⁴. Ezekiel Eka Laoh also focuses on legal protection for teachers for acts of violence committed by students ¹⁵.

Lawrence M. Friedman states that the effectiveness and success of law enforcement in protecting teachers as professionals depend on three elements of the legal system, namely the structure of law, the substance of the law, and legal culture. The structure of law concerns law enforcement officials; the substance of law includes statutory instruments; and legal culture is living law adopted in a society ¹⁶.

The increasing level of criminalization carried out by parents or students against teachers is indicated by the actions of reporting teachers to the Police in certain cases when teachers are carrying out their duties as professionals. Addressing this matter should be studied seriously from a positive legal aspect and a positive legal

¹³ Abdul Rahman Prakoso and Rinaldi Hermawan, "Perlindungan Hukum Terhadap Profesi Guru Atas Tindakan Pemberian Hukuman Terhadap Siswa," *Prosiding "Profesionalisme Guru Abad XXI"*, Seminar Nasional IKA UNY Tahun 2018, 2018, 177–87.

¹⁴ Ahmad Gazali, "Perlindungan Hukum Bagi Guru Yang Memberikan Sanksi Fisik Dalam Batas Wajar Terhadap Peserta Didik," *Jurnal Penegakan Hukum Indonesia* 2, no. 1 (2021): 40–68, <https://doi.org/10.51749/jphi.v2i1.6>.

¹⁵ Yehezkiel Eka Laoh and Wenly R.J Lololng, "Perlindungan Profesi Guru Atas Kekerasan Yang Dilakukan Oleh Siswa," *Jurnal Civic Education: Media Kajian Pancasila Dan Kewarganegaraan* 4, no. 2 (2021): 16, <https://doi.org/10.36412/ce.v4i2.2375>.

¹⁶ Lawrence M. Friedman, *Sistem Hukum: Perspektif Ilmu Sosial*, ed. Nurainun Mangunsong, 4th ed. (Bandung: Bandung Nusa Media, 2011).

perspective. Victimology, which examines the impact of a person being convicted or a teacher being punished while carrying out their duties, definitely causes suffering both physically and mentally, as the head of the family in fulfilling needs/decreasing economic levels, especially the public's view of teachers who commit criminal acts whose impact is very clearly felt even though the illegal period ends. Children who commit criminal acts, or what are usually called naughty children, are what might happen in this situation in the subconscious. Children's mental characteristics are very susceptible to environmental influences¹⁷.

The previous study discusses teacher protection against criminalization in Indonesia, exploring the legal protection of teachers from universal criminalization¹⁸. An international journal, "Legal Protection of Professional Teacher in Criminal Law Perspective" explains that teachers' legal protection for professional teaching is according to criminal law¹⁹.

Considering the large number of cases involving teachers dealing with the law, this must be handled seriously, especially regarding legal protection for teachers in carrying out their professional duties. The novelty of this research is that it focuses on efforts to increase the legal protection of teachers from the threat of criminalization in instilling student discipline.

¹⁷ Muhammad Azil Maskur, "Perlindungan Hukum Terhadap Anak Nakal (Juvenile Delinquency) Dalam Proses Acara Pidana Indonesia," *Pandecta: Research Law Journal* 7, no. 2 (2012): 172.

¹⁸ Jumriani Nawawi, "Perlindungan Hukum Terhadap Profesi Guru Dari," *Al-Adalah: Jurnal Hukum Dan Politik Islam* 4 (2019): 159–72.

¹⁹ Joko Sutopo and Krismiyarsi, "Legal Protection of Professional Teacher in Criminal Law Perspective," *International Journal of Business, Economics and Law* 20, no. 5 (2019): 258–64.

B. Method

The data collection method used in this research was mixed methods²⁰ combining quantitative and qualitative research methods. Research with mixed methods was carried out simultaneously to complement the picture of the research study's results regarding the phenomenon under study and to strengthen the analysis of the research²¹. According to Creswell, mixed-method is a research approach that combines quantitative and qualitative forms.

This approach involves the functions of both research approaches collectively so that the overall strength of this research is greater than qualitative and quantitative research and is more complete than just collecting and analyzing two types of data. This approach also involves quantitative and qualitative approaches, philosophical assumptions, and blending (mixing) both approaches in one study at a time²².

In this research, more emphasis was placed on quantitative methods. Combining quantitative data with qualitative data is usually based on the results obtained from research; this method is seen as providing a more complete picture of the problem being studied than using one of these methods. The instrument used in this research was a Qualitative Research Instrument, including an interview guide containing a list of questions or topics discussed in the qualitative interview. Interview guides provide a framework for researchers to ask relevant and in-depth questions to research

²⁰ Jhon W Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*, 4th ed. (Yogyakarta: Pustaka Belajar, 2016).

²¹ Hani Khotijah Susilowati, "Efektivitas Proses Pelaksanaan Bimbingan Teknis Kurikulum Tingkat Satu Pendidikan (Studi Kasus Provinsi DI. Yogyakarta)," Lontar UI, 2010.

²² Nusa Putra and Hendarman, *Mixed Method Research : Metode Riset Campur Sari Konsep, Strategi Dan Aplikasi*, ed. Tim Indeks, Cetakan 1 (Jakarta: PT. Indeks, 2013).

participants. The interview guide can also contain examples of questions that can be used as a guide for researchers.

Quantitative research collects and analyzes data based on numbers and numerical measurements. This approach uses statistical analysis to describe, explain, and test the relationship between variables. Quantitative research aims to provide a clearer understanding of the research phenomenon through collecting data that can be measured quantitatively. This research aims to generalize the findings to a wider population and provide objective empirical evidence ²³.

C. Result & Discussion

1) Legal Protection for Teachers in Carrying Out Professional Duties from the Threat of Criminalization in Instilling Discipline in Students

Positive law in Indonesia protects teachers in carrying out their duties, as mentioned in Law Number 14 of 2005 concerning Teachers and Lecturers, Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers and Decisions of the XXI/ PGRI/ 2013 Congress No.VI/Congress/XXI/PGRI/ 2013 concerning the Indonesian Teacher Code of Ethics. As for the criminalization of teachers, this occurs because of disagreements between teachers and parents/guardians of students. Teachers are the most important element in the world of education because teachers relate or interact directly with students. Teachers are the most influential component in creating quality students. A teacher's job is to convey all knowledge and educate someone to

²³ Sugiyono, *Pengumpulan Data Dan Instrumen Penelitian*, 1st ed., 2013.

be a good citizen, a good and complete person²⁴. National development in the field of education is an effort to brighten the life of the nation and improve the quality of Indonesian people who are faithful, devout, and have noble characters and master science, technology, and art in realizing an advanced, fair, prosperous, and civilized society based on Pancasila and the Foundation of the Republic of Indonesia in 1945.

Meidi Sirk, in his article entitled “Changes in the professionalism of vocational teachers as viewed through the experiences of long-serving vocational teachers in Estonia”, discusses how much has changed regarding vocational education and training (VET). Radical social and economic developments occurred in the early 1990s, and in the following years, VET was significantly influenced by European Union (EU) education policy. VET teachers are seen as key actors in implementing change, solving problems, and achieving goals in vocational education. VET teachers experience and interpret changes in their work and how they cope ²⁵.

Teachers carry out their professional duties when suspected of violating Law Number 23 of 2012 concerning Child Protection as amended by Law Number 35 of 2014. When teachers give disciplinary sanctions to their students, it is considered an act of violence or abuse. This causes teachers to be reported to the authorities by parents of students in order to maintain and increase the honor and dignity of teachers in carrying out their

²⁴ Erlan Efendi and M. Ainal Hakim, “Perlindungan Hukum Terhadap Guru Terkait Tindakan Pemberian Hukuman (Punishment) Kepada Siswanya,” *Lexstricta: Jurnal Ilmu Hukum* 1, no. 1 (2022): 59–70, <https://doi.org/10.46839/lexstricta.v1i1.6>.

²⁵ Meidi Sirk, Reeli Liivik, and Krista Loogma, “Changes in the Professionalism of Vocational Teachers as Viewed through the Experiences of Long-Serving Vocational Teachers in Estonia,” *Empirical Research in Vocational Education and Training* 8, no. 1 (2016), <https://doi.org/10.1186/s40461-016-0039-7>.

professional duties, Based on data from the last 5 years from the Legal Assistance and Consultation Institute (LKBH PGRI Central Java Province), in 2019 there were 3 teacher cases involving legal issues, and from 2020 to 2023 there were none and there have been no cases involving teachers related to law in the region. province of Central Java ²⁶. In the article “Teacher educators’ professional agency in facilitating professional digital competence” written by Nagel ²⁷, professional agents have the potential to improve their understanding of professionals' choices and decisions regarding their work. Such an understanding offers implications for how teacher educators' work can be influenced and supported. Conceptually, teacher educators' professional agency is considered, on the one hand, to be interconnected not only with sociocultural conditions but also with organizational and situational demands, such as policy mandates, curriculum guidelines, and national standards ²⁸. On the other hand, it is related to each teacher educator’s interests, values, and professional background. Hinosroza summarizes: The Teacher Educator Professional Agency includes innovation, creativity, and resistance. Being situated and enabled by structural context and embedded time, agency and professional agency emerge as ongoing reflexive processes for negotiating control within themselves or through networks of relationships with others.

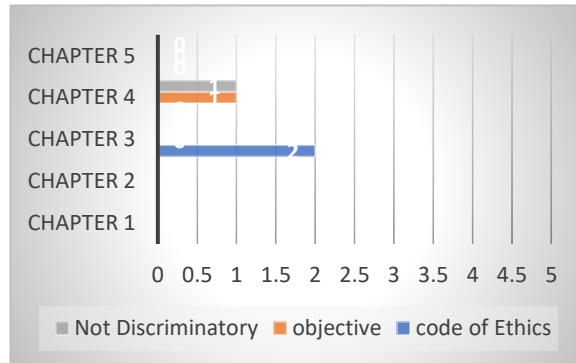
²⁶ Tim LKBH PGRI Provinsi Jawa Tengah, “Penanganan Kasus Guru Di LKBH PGRI Provinsi Jawa Tengah, Berdasarkan Data 5 Tahun Terakhir” (Semarang, 2023).

²⁷ Ilka Nagel, Gréta Björk Guðmundsdóttir, and Hilde Wågsås Afdal, “Teacher Educators’ Professional Agency in Facilitating Professional Digital Competence,” *Teaching and Teacher Education* 132 (2023), <https://doi.org/10.1016/j.tate.2023.104238>.

²⁸ Yenny Hinosroza-Paredes, “University Teacher Educators’ Professional Agency: A Literature Review,” *Professions and Professionalism* 10, no. 2 (2020): 1–26, <https://doi.org/10.7577/pp.3544>.

Figure 1

The professional teacher organization formed the Indonesian



Teacher Honorary Council, which functions as a supervisor for the implementation of the Indonesian Teacher Code of Ethics, as intended in Article 44 paragraphs (3), (4), and (5) of Law number 14 of 2005 concerning Teachers and Lecturers, which states that:

1. The Teacher Honorary Council, as intended in paragraph (1), was formed to supervise the implementation of the Indonesian Teacher Code of Ethics and provide recommendations for imposing sanctions for violations of the code of ethics by teachers;
2. The recommendation of the honorary council for the teaching profession as intended in paragraph (3) must be objective, non-discriminatory, and not contrary to the articles of association of the professional organization and statutory regulations;
3. Teacher professional organizations are obliged to implement the recommendations of the teacher honorary council as intended in paragraph (3).

The sanctions given by teachers to students are regulated in Article 14 paragraph (1) letter (f) of Law Number 14 of 2005 concerning Teachers and Lecturers, which states that:

“In carrying out professional duties, teachers have the right to have the freedom to provide assessments and participate in determining graduation, awards and/or sanctions for students by educational rules, teachers’ code of ethics and statutory regulations”.

This was followed by Government Regulation Number 74 of 2008 concerning teachers. In Article 39, paragraph 1 explains that:

“Teachers have the freedom to impose sanctions on their students who violate religious norms, moral norms, politeness norms, written and unwritten regulations set by the teacher, educational unit level regulations, and statutory regulations in the learning process which are under their authority”.

A profession is a position or job that requires expertise or skills.

Usually, the term “profession” is always associated with a job or position held by a person. However, not all jobs or positions can be called a profession. Therefore, someone with a profession must have special skills and expertise. That means a profession must be held specifically by people with special skills or expertise, which can be obtained through special education and training. Job is not the same as profession²⁹. Regulations/rules supporting legal protection for teachers in instilling disciplinary values in students already exist, but according to the author, teaching is an honorable profession (*Officium Nobile*). Nowadays, it is shown more towards something commercial and materialistic. Many teachers, too, use shortcuts and sacrifice human values and humanism. Professional teachers are very vulnerable to being involved in criminal, civil, and administrative

²⁹ Saiful Anam, “System of Recruitment of Legal Profession In A Nation of Law of Pancasila,” *Pandecta : Jurnal Penelitian Ilmu Hukum (Research Law Journal)* 12, no. 1 (2017): 10–18.

matters. As agents of change, teachers change students to be better, smarter, and have more useful skills for developing their profession in society. Teachers make students understand the issues more clearly so they can make decisions and act accurately and responsibly in their lives ³⁰. In the last two decades, there has been a lot of research on the subject of teacher identity ³¹. However, diverse theories and methodological approaches have produced a tangled and complex concept of identity, where the nature of teacher identity is often debated, and various understandings of identity further complicate the idea itself ³². A large amount of research has been conducted to explore the identities of pre-service and beginning teachers. For example, Ruohotie-Lythy ³³ and Ruohotie-Lyhty and Moate ³⁴ find, in their research in Finland, that previous experiences and how teachers imagine their identities influence the negotiation and development of their professional identities. This is supported by Barkhuizen ³⁵ who states that teachers' pedagogical and professional development decisions are guided by how they envision themselves as teachers. In a different study

³⁰ M. Sidik, "Perlindungan Hukum Bagi Guru Yang Melakukan Kekerasan Terhadap Siswa," *Jurnal As-Said* 1, no. 1 (2021): 67–74.

³¹ Janet Alsup, *Millennial Teacher Identity Discourses*, *Millennial Teacher Identity Discourses*, 2019, <https://doi.org/10.4324/9781351036542>.

³² D. I. (Eds.). Schutz, P. A., Hong, J., & Cross, *Research on Teacher Identity: Mapping Challenges and Innovations*. (Cross Francis, Dionne, 2018), <https://doi.org/10.1007/978-3-319-93836-3>.

³³ Maria Ruohotie-Lyhty, "Struggling for a Professional Identity: Two Newly Qualified Language Teachers' Identity Narratives during the First Years at Work," *Teaching and Teacher Education* 30, no. 1 (2013): 120–29, <https://doi.org/10.1016/j.tate.2012.11.002>.

³⁴ Maria Ruohotie-Lyhty and Josephine Moate, "Who and How? Preservice Teachers as Active Agents Developing Professional Identities," *Teaching and Teacher Education* 55 (2016): 318–27, <https://doi.org/10.1016/j.tate.2016.01.022>.

³⁵ Barkhuizen Gary, "Narrative Approaches to Exploring Language, Identity and Power in Language Teacher Education," *RELC Journal* 47, no. 1 (2016), <https://doi.org/https://doi.org/10.1177/0033688216631222>.

conducted in Israel, Popper-Giveon and Shayshon³⁶ reveal that pre-service teachers see their teacher identity as separate from being experts in their field and being moral role models for students.

Professionalism, as Ryder³⁷ puts it, is not a fixed attribute but rather a process that varies for each teacher in different teaching contexts and at other times. However, all teachers are expected to have certain skills and abilities and keep them up to date for efficient lifelong development. This means that they must demonstrate high standards of personal and professional behavior. Therefore, accountability can be calculated by focusing on the universal contribution of the quality factor of teaching preparation, which is the prominent aspect of accountability. Now or later, accountability pressures will impact education systems, causing many challenges for schools and teachers worldwide³⁸. Nowadays, teaching is considered a profession, and teachers as professionals is nothing new. However, it is quite different to theoretically agree on the professionalization of teaching and related concepts in this semantic field (teaching performance, professional status, professional identity construction, teaching career, promotion, remuneration, social recognition, employment conditions, professional self-esteem, and occupational health). Considering the limitations of this

³⁶ B Popper-Giveon, A., & Shayshon, "Educator versus Subject Matter Teacher: The Conflict between Two Sub-Identities in Becoming a Teacher," *Teachers and Teaching Theory and Practice* 23, no. 5 (2017): 532–48, <https://doi.org/https://doi.org/10.1080/13540602.2016.1218841>.

³⁷ Ryder Jim, "Being Professional: Accountability and Authority in Teachers' Responses to Science Curriculum Reform," *Studies in Science Education* 51, no. 1 (2015): 87–120, <https://doi.org/https://doi.org/10.1080/03057267.2014.1001629>.

³⁸ Maryam Rahmatollahi and Zohre Mohamadi Zenouzagh, "Designing and Validating an Evaluation Inventory for Assessing Teachers' Professional Accountability," *Language Testing in Asia* 11, no. 1 (2021), <https://doi.org/10.1186/s40468-021-00128-3>.

study, we will not address these issues. However, paying attention to only a few things is necessary because these considerations are fundamental in overcoming problems in educational settings or schools ³⁹.

The nature of legal protection for the teaching profession can generally be understood by tracing the source of the regulation. The regulatory sources include historical dimensions, which, in the Indonesian legal system, the manifestation is from the philosophical basis, namely Pancasila. Historically, in the structure of statutory regulations, the conception of the teaching profession can be found in explicit regulation or mentioned in Chapter XIII concerning Education, Article 31 paragraph (1), and Article 31 paragraph (2) of the 1945 Constitution. It is determined that Every citizen has the right to receive education, and Article 31 paragraph (2) states that the government seeks and implements a national education system, which is regulated by law ⁴⁰.

Wijatmo discusses criminal law policy in providing legal protection for teachers, especially regarding teaching discipline to students ⁴¹. The administrator of the PGRI Consultation and Legal Aid Institute (LKBH PGRI) for Central Java Province, Ulis Widjoretno, thinks, "That teacher protection is attached to professional duties, in terms of formality or normativeness, it must be implied in Law Number 14 of 2005 concerning Teachers

³⁹ José Tejada Fernández, "Professionalisation of Teaching in Universities: Implications from a Training Perspective," *RUSC. Revista de Universidad y Sociedad Del Conocimiento* 10, no. 1 (2013), <https://doi.org/10.7238/rusc.v10i1.1471>.

⁴⁰ Endang Komara, "Perlindungan Profesi Guru Di Indonesia," *Mimbar Pendidikan* 1, no. 2 (2016): 151, <https://doi.org/10.17509/mimbardik.v1i2.3938>.

⁴¹ Supanto Wijatmo, "Kebijakan Hukum Pidana Dalam Memberikan Perlindungan Hukum Terhadap Guru Dalam Hal Kedisiplinan," *Jurnal Hukum Dan Pembangunan Ekonomi* 7, no. 1 (2019): 85, <https://doi.org/10.20961/hpe.v7i1.29200>.

and Lecturers and Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 74 of 2008 concerning Teachers as amended by Government Regulation Number 19 of 2007, and teachers in carrying out their professional duties must adhere strictly to the Indonesian Teacher Code of Ethics (KEGI) which is an important reference in carrying out their duties teaching profession”, in this case it is the duty and authority of DKGI which plays a very important role in supervising teachers so that they comply with the Indonesian Teacher Code of Ethics ⁴².

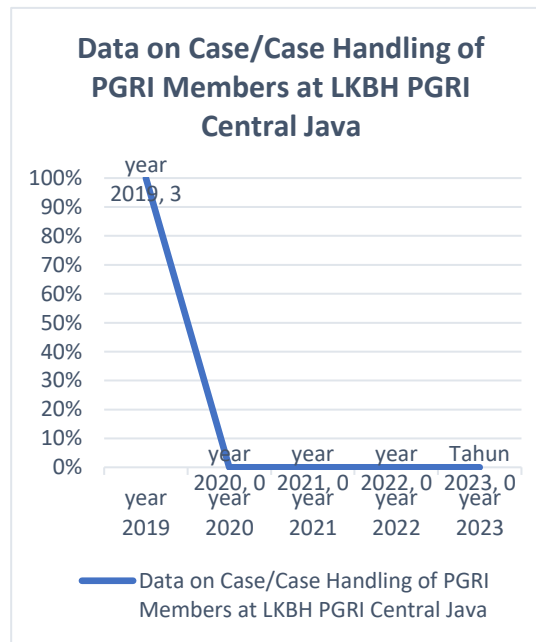
No.	Name	Institution
1.	Ulis Widjoretno, S.H.	LKBH PGRI Central Java Province
2.	Widi Utomo Hadi Prasetyo, S.H	LKBH PGRI Central Java Province

Table 1.2 Data of Source People

A similar thing was expressed by the Management of the PGRI Legal Aid and Consultation Institute (LKBH PGRI) for Central Java Province, Widi Utomo Hadi Prasetyo, S.H., who is also a lawyer/advocate, of the opinion that “The Legal Aid and Consultation Institute (LKBH) of the Republic of Indonesia Teachers’ Association for Central Java as one institute, provides legal protection to teachers in carrying out their professional duties, both litigation and non-litigation. It has even provided legal consultations for teachers. Following the Law article 42 concerning Teachers and Lecturers, professional organizations have the authority to provide legal protection to the teaching profession” ⁴³.

⁴² Ulis Widjoretno, “Hasil Wawancara” (Semarang, 2023).

⁴³ Widi Utomo, “Hasil Wawancara” (Semarang, 2023).



In the future, the Consultation and Legal Aid Institute of the Republic of Indonesia Teachers Association of Central Java Province will improve services in the form of assistance and legal advice to PGRI member teachers who are undergoing legal proceedings that are not related to their profession if there is a recommendation/request for legal aid assistance from the PGRI Regency/City Management throughout Central Java, when there is a request from the Branch Manager or concerned/member of PGRI. It is hoped that all PGRI members throughout Central Java will be aware of the law and play an active role in enforcing it. A teacher is said to be professional if, in carrying out his professional duties, such as carrying out the teaching and learning process, he does not carry out actions contrary to the law; the teacher's actions are suspected of violating the profession. In several years, from 2019 to 2023, the PGRI Legal Assistance and Consultation Institute of Central Java Province has recorded that in 2019, there were 3 cases handled by the

Legal Consultation and Assistance Institute. From 2020 to 2023, the Legal Assistance and Consultation Institute PGRI Central Java Province recorded no cases and did not handle problems committed by PGRI members in Central Java Province.

In its implementation, it is framed in terms of teacher protection, meaning that when teachers carry out their professional duties, the teacher protection policy is automatically attached to those professional duties, so that when teachers carry out their professional responsibilities, give sanctions to students, it is not interpreted as an action that violates the Child Protection Law (criminal realm). If a teacher's actions are carried out outside the professional framework, then they will be considered an action that is contrary to the law, the Child Protection Law, and other legislation. The criminalization that befell teachers has caused pain in the world of education. Teachers who are noble figures are no longer respected. Schools are no longer a safe and comfortable place for teachers to carry out their duties in educating the nation's children. This condition forces us to uphold the protection of the teaching profession to provide security and comfort to educators in carrying out their duties.

The figure of a dignified and honorable teacher emerged when our educational institutions were still in the form of modest hermitages. It is said that teachers or sages at that time were indeed role models, authoritative, and respected. What the sage said was an irrefutable "word". A hermitage institution is like a "kawah candradimuka" where a sage galvanizes (beautiful) students so that they will become wise, strong, rich in knowledge, and have high moral and social sensitivity in the eyes of society. The presence of the sage also had a high image; it was

dignified, honorable, and had impressive social legitimacy. People respect him. Society's appreciation for the "profession" of sages or teachers is so strong that it is not uncommon for sages to become a source of "suggestion" or inspiration for the community in overcoming problems that arise.

In front of students, the teacher's words are no longer "words" that must be obeyed. In fact, in many cases, teachers have to rub their chests more often, reflecting on their less fortunate fate. With minimal welfare, teachers' social status is increasingly marginalized amidst a society that reveres worldly and material things. Teachers today have a lot of burdens weighed down on them. First, the heavy tasks they carry out are not balanced with adequate welfare. Second, teachers are often used as "vehicles" for specific interests. Teachers have little choice. Certain symbols have limited freedom and liberty to express opinions. The teacher must accept, surrender, and not demand too much. Third, society's expectations are too "perfectionist" and excessive. In uncertain conditions, society requires that teachers maintain their ideals as teaching figures and educators free from legal and moral defects. The teacher's movements are always in the spotlight. Fourth, today's students are increasingly ignorant of ethical issues and trapped in instant attitudes. As a result, teachers feel they have lost the best way and have educational value in dealing with student behavior.

The heavy burden that today's teachers must bear requires serious attention from various groups to position teachers in a more proportional and humane direction. Re-actualization of the role and awareness movements from all parties are highly expected to restore the image of teachers. Teachers must further improve their professionalism so that they do not "stammer"

when carrying out their mission as intellectual sowers, fosterers of human values, and fosterers of moral values for students. Certainly, the teacher's noble mission must be balanced with intensive family education at home. Parents must be able to restore the function of the family as a basis for instilling and rooting moral, cultural, and religious values in their children so that they can control their behavior following noble teachings.

2) Efforts to Optimize Teachers' Legal Protection from the Threat of Criminalization in Instilling Discipline in Students

The rise in cases of abuse of teachers by students and their parents should be a valuable lesson for educational institutions, professional teacher institutions, NGOs, and the Government, as well as the wider community, to make various efforts to provide meaningful protection for teachers, without ignoring their rights and other rights of citizens. Teachers who deal with children have a high risk of clashes or misunderstandings with students or parents. Our Constitution has regulated how vital education is as an asset and the future of the nation; this is stated in the Preamble to the 1945 Constitution, paragraph 4, which reads: "Then, to form an Indonesian state government that protects the entire Indonesian nation and all of Indonesia's blood and to promote the general welfare, enlightening the life of the nation, and participating in implementing world order based on freedom, eternal peace, and social justice".

Making the nation's life intelligent is a critical point in the Preamble to paragraph 4 of the 1945 Constitution. This was further strengthened in our Constitution through Article 31 of the 1945 Constitution, which clearly states that every citizen has the right to education and the state, through the government, is

obliged to finance it. The state prioritizes the education budget of at least 20% of the Republic of Indonesia's State Revenue and Expenditure Budget (APBN). Here, we very clearly see that Indonesia is very aware of the importance of education for this nation and country because this nation understands very well that educational failure has implications for the failure of a generation; educational success also automatically brings pride to a nation. In substance, education plays a role as a producer of quality human resources. Good education must touch our paradigm, culture, and mindset in nation-building. This is done so that changes occur that are momentum, temporary, and sustainable by our Constitution. So, all efforts are needed to project, implement, and philosophically evaluate education in Indonesia.

If we refer to other professions, there is a guarantee of legal protection for the occupations carried out, such as, First, the medical profession. When a doctor performs surgery incorrectly. Our Constitution protects doctors, in Law Number 29 of 2004 concerning medical practice, where doctors receive legal protection as long as they carry out their duties by professional standards and standard operational procedures. Second, the journalist profession. We protect journalists when the press makes mistakes in reporting on the Constitution, where Article 8 of Law Number 40 of 1999 concerning the Press states that journalists receive legal protection in carrying out their duties. Third, the advocate profession also receives legal protection when carrying out its responsibilities in Law Number 18 of 2003. Legal protection for teachers is, certainly, made with limitations and supervision from parties who have authority in the world of education. This legal protection is not a legal effort for teachers

to commit acts of violence in schools. Still, this legal protection is an effort to ensure that moral and dignified Indonesian education is maintained following the ideals of the proclamation of Indonesian independence and national culture.

In the current modern era of globalization, education is very much needed by society because, in essence, education and justice are obligations and basic needs apart from economic needs to create a prosperous society. Article 39 of Law number 14 of 2005 concerning Teachers and Lecturers states that the Government, regional governments, communities, professional organizations, and/or educational units are obliged to protect teachers in carrying out their duties. Article 40 of Government Regulation (PP) Number 74 of 2008 concerning Teachers, as amended by Government Regulation Number 19 of 2017, states that teachers have the right to receive protection in carrying out their duties in the form of a sense of security and guarantee of safety from the Government, Regional Government, educational units, teaching profession organizations, and/or society in accordance with their respective authorities. However, based on Law Number 20 of 2003 concerning the National Education System, it still needs to have a free and independent status protected by laws and regulations. This provision is an accommodation to the desire of teachers to be treated equally in carrying out their professional duties with other professions, such as the professions of Advocates and Doctors, and Teachers who are equally protected by statutory regulations. The theoretical framework used in this research refers to the Legal Protection Theory expressed by Satjipto Rahardjo⁴⁴. According to him, legal protection is to protect human rights (HAM), which

⁴⁴ Satjipto, R., *Ilmu Hukum*, Cetakan 6 (Bandung: Citra Aditya Bakti, 2006).

other people harm, and this protection is given to the community so that they can enjoy all the rights granted by law. Laws can be used to create protection that is not only adaptive and flexible but also predictive and anticipatory. Law is needed for those who are weak and not yet strong socially, economically, and politically to obtain social justice. Regarding teacher protection, the law must strive to provide optimal legal protection to teachers in carrying out their function of educating students. Law is seen from its predictive and anticipatory ability to offer legal services for teachers to support a learning system ⁴⁵.

Teachers carry out their roles and functions independently to educate students and society and are not influenced by state power (judicial and executive). In this context, the teaching profession and professional educational groups carry out the state's mission to strengthen the ideals of the Indonesian nation and state. By looking at the theory put forward by Friedman regarding the elements of the legal system, the starting point for changing the legal protection of teachers as educators is considered less than optimal, sociologically reconstructing the unwritten laws that live in society to philosophically those that are individual moral, namely human self-worth. The researchers discover the Theory of Optimizing Legal Protection of the Teaching Profession, as can be seen in the illustration below:

⁴⁵ Fokky Fuad, Istiqomah Istiqomah, and Suparji Achmad, "Dialektika Perlindungan Hukum Bagi Guru Dalam Mendisiplinkan Siswa Di Sekolah," *Indonesian Journal of Law and Policy Studies* 1, no. 1 (2020): 55, <https://doi.org/10.31000/ijlp.v1i1.2634>.

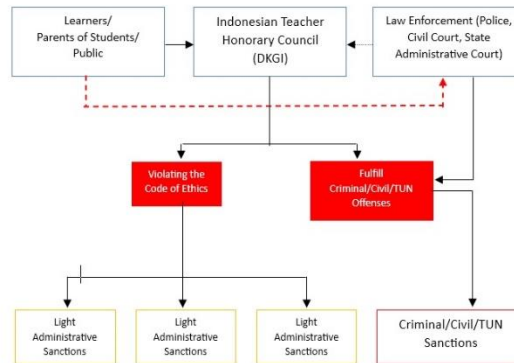


Figure 2 Efforts to Optimize Teacher Legal Protection

In the figure above, optimization relies on strengthening the role of DKGI. If students, parents, or the community intend to report a teacher's actions when carrying out their professional duties, which are deemed to have exceeded the limits, they should be addressed to the Indonesian Teacher Honorary Council, not legal channels (Police). When there is a report to the Police, law enforcers should forward it to DKGI as a realization of the Memorandum of Understanding between the Indonesian State Police and the Republic of Indonesia Teachers Association. The Teacher Honorary Council, in its authority to adjudicate cases of teachers who are proven to have violated the code of ethics in carrying out their professional duties, will be subject to relevant sanctions, for example, light, medium, and heavy administrative sanctions. However, if the teacher's actions are clearly a criminal act, the case will be transferred to the competent authority.

The illustration above reflects the synergy between the juridical, sociological, and philosophical domains in optimizing the protection of the teaching profession. In the sociological realm, the reconstruction of written law must be accompanied by rebuilding unwritten laws that live in society because they result from the crystallization of interactions between humans,

namely teachers. This is an understanding that the habit of reporting teachers when carrying out professional duties is legal. As a result, the written legal rules will gradually return or will not even be obeyed. Sociological changes, in the form of an understanding or unity of vision including parents, students, the community, DKGI, and law enforcement, that resolving cases of teachers violating the code of ethics falls under the authority of the Indonesian Teacher Honorary Council. Therefore, it is necessary to make changes to the articles that protect teachers, namely two essential points: providing immunity rights to teachers in carrying out their professional duties and strengthening the function of the Indonesian Teacher Honorary Council in adjudicating teachers accused of violating the code of ethics.

One aspect of preventing criminalization among teachers can be holding teacher training to educate students about recognizing, rejecting, and reporting unsafe situations. Nickerson ⁴⁶ examines the moderating role of teachers' prior reporting to legal services and the perceived acceptability of the intervention about teachers regarding knowledge acquisition over time. Implementing CSA prevention can provide direct benefits to teachers regarding knowledge, attitudes, and overall school climate, providing support for incorporating this into comprehensive school health initiatives.

D. Conclusion

Teachers when carrying out professional duties must first be assessed by the Indonesian Teachers Honor Council before the

⁴⁶ Amanda Nickerson et al., "Longitudinal Impact of the Second Step Child Protection Unit on Teacher Knowledge, Attitude, and Climate," *Children and Youth Services Review* 123 (2021): 105892, <https://doi.org/10.1016/j.chilyouth.2020.105892>.

matter enters the legal arena. This recommendation considers the protection of teachers in teaching disciplinary values without being threatened with criminalization. The police also have a mechanism for handling cases and protecting teachers as stated in the Work Guidelines between the National Police of the Republic of Indonesia and the Teachers' Association of the Republic of Indonesia. Police after there was a Memorandum of Understanding between PGRI and Polri, which was stated in the Work Guidelines between the National Police of the Republic of Indonesia and the Teachers' Association of the Republic of Indonesia Number; B/53/XII/2012 Number: 1003/UM/PB/XX/2012 concerning mechanisms for handling cases and safeguarding the teaching profession, which aims to ensure that the legal protection process for the teaching profession can be carried out as well as possible. Socialization of this policy needs to be carried out so that all parties understand and avoid misunderstandings in learning.

E. References

- Akib, Muh. "Beberapa Pandangan Tentang Guru Sebagai Pendidik." *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan* 10, no. 1 (2007): 15–33. <https://doi.org/10.24252/lp.2007v10n1a2>.
- Alsup, Janet. *Millennial Teacher Identity Discourses. Millennial Teacher Identity Discourses*, 2019. <https://doi.org/10.4324/9781351036542>.
- Anam, Saiful. "System of Recruitment of Legal Profession In A Nation of Law of Pancasila." *Pandecta: Jurnal Penelitian Ilmu Hukum (Research Law Journal)* 12, no. 1 (2017): 10–18.
- AS, Yenny, and Rini Setiawati. "Perlindungan Hukum Terhadap Guru Yang Berkeadilan Di Kota Pontianak." *Jurnal Hukum Media Bhakti* 3, no. 2 (2019): 153–64. <https://doi.org/10.32501/jhmb.v3i2.105>.
- Creswell, Jhon W. *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*. 4th ed. Yogyakarta: Pustaka Belajar, 2016.
- Efendi, Erlan, and M. Ainal Hakim. "Perlindungan Hukum Terhadap Guru Terkait Tindakan Pemberian Hukuman (Punishment)

- Kepada Siswanya.” *Lexstricta: Jurnal Ilmu Hukum* 1, no. 1 (2022): 59–70. <https://doi.org/10.46839/lexstricta.v1i1.6>.
- Friskila Sitanggang, Irma Batubara, Apona Manik, and Helena Turnip. “Peran Guru Sebagai Pendidik Yang Profesional Dalam Administrasi Peserta Didik.” *GEMILANG: Jurnal Manajemen Dan Akuntansi* 3, no. 1 (2022): 281–90. <https://doi.org/10.56910/gemilang.v3i1.340>.
- Fuad, Fokky, Istiqomah Istiqomah, and Suparji Achmad. “Dialektika Perlindungan Hukum Bagi Guru Dalam Mendisiplinkan Siswa Di Sekolah.” *Indonesian Journal of Law and Policy Studies* 1, no. 1 (2020): 55. <https://doi.org/10.31000/ijlp.v1i1.2634>.
- Gary, Barkhuizen. “Narrative Approaches to Exploring Language, Identity and Power in Language Teacher Education.” *RELC Journal* 47, no. 1 (2016). <https://doi.org/https://doi.org/10.1177/0033688216631222>.
- Gazali, Ahmad. “Perlindungan Hukum Bagi Guru Yang Memberikan Sanksi Fisik Dalam Batas Wajar Terhadap Peserta Didik.” *Jurnal Penegakan Hukum Indonesia* 2, no. 1 (2021): 40–68. <https://doi.org/10.51749/jphi.v2i1.6>.
- Harisman Harisman. “Perlindungan Hukum Bagi Guru Dalam Menjalankan Tugas Pendidikan Dan Pengajaran.” *DE LEGA LATA: Jurnal Ilmu Hukum* 5, no. 1 (2020): 79–93. <https://doi.org/10.30596/dll.v5i1.3452>.
- Hinostroza-Paredes, Yenny. “University Teacher Educators’ Professional Agency: A Literature Review.” *Professions and Professionalism* 10, no. 2 (2020): 1–26. <https://doi.org/10.7577/pp.3544>.
- Jim, Ryder. “Being Professional: Accountability and Authority in Teachers’ Responses to Science Curriculum Reform.” *Studies in Science Education* 51, no. 1 (2015): 87–120. <https://doi.org/https://doi.org/10.1080/03057267.2014.1001629>.
- Komara, Endang. “Perlindungan Profesi Guru Di Indonesia.” *Mimbar Pendidikan* 1, no. 2 (2016): 151. <https://doi.org/10.17509/mimbardik.v1i2.3938>.
- Laoh, Yehezkiel Eka, and Wenly R.J Lololng. “Perlindungan Profesi Guru Atas Kekerasan Yang Dilakukan Oleh Siswa.” *Jurnal Civic Education: Media Kajian Pancasila Dan Kewarganegaraan* 4, no. 2 (2021): 16. <https://doi.org/10.36412/ce.v4i2.2375>.
- Lawrence M. Friedman. *Sistem Hukum: Perspektif Ilmu Sosial*. Edited by Nurainun Mangunsong. 4th ed. Bandung: Bandung Nusa Media, 2011.
- Maskur, Muhammad Azil. “Perlindungan Hukum Terhadap Anak Nakal (Juvenile Delinquency) Dalam Proses Acara Pidana Indonesia.” *Pandecta: Research Law Journal* 7, no. 2 (2012):

- 172.
- Matnuh, Harpani. "Perlindungan Hukum Profesionalisme Guru." *Jurnal Pendidikan Kewarganegaraan* 7, no. 2 (2017): 46–50.
- Mawardi, Isal. "Guru Dikatapel Ortu Murid Hingga Buta, PGRI Minta Kemendikbud Turun Tangan." *detiknews*, 2023.
- Meliana, Ruth. "Fakta Guru Madrasah Dibacok Siswa Di Demak: Kronologi, Motif Dan Kondisi Terkini," 2023.
- Nagel, Ilka, Gréta Björk Guðmundsdóttir, and Hilde Wågsås Afdal. "Teacher Educators' Professional Agency in Facilitating Professional Digital Competence." *Teaching and Teacher Education* 132 (2023).
<https://doi.org/10.1016/j.tate.2023.104238>.
- Nanang, Herlina Manullang, and July Esther. "Perlindungan Hukum Bagi Guru Yang Mangalami Pengaduan Akibat Tindakan Guru Saat Menjalankan Profesi Mengajar." *Nommensen Journal of Legal Opinion* 3, no. 1 (2022): 45–58.
<https://doi.org/10.51622/njlo.v3i1.612>.
- Nawawi, Jumriani. "Perlindungan Hukum Terhadap Profesi Guru Dari." *Al-Adalah: Jurnal Hukum Dan Politik Islam* 4 (2019): 159–72.
- Nickerson, Amanda, Sunha Kim, Melissa Dudley, Jennifer A. Livingston, and Margaret Manges. "Longitudinal Impact of the Second Step Child Protection Unit on Teacher Knowledge, Attitude, and Climate." *Children and Youth Services Review* 123 (2021): 105892.
<https://doi.org/10.1016/j.childyouth.2020.105892>.
- Popper-Giveon, A., & Shayshon, B. "Educator versus Subject Matter Teacher: The Conflict between Two Sub-Identities in Becoming a Teacher." *Teachers and Teaching Theory and Practice* 23, no. 5 (2017): 532–48.
<https://doi.org/https://doi.org/10.1080/13540602.2016.1218841>.
- Prakoso, Abdul Rahman, and Rinaldi Hermawan. "Perlindungan Hukum Terhadap Profesi Guru Atas Tindakan Pemberian Hukuman Terhadap Siswa." *Prosiding "Profesionalisme Guru Abad XXI", Seminar Nasional IKA UNY Tahun 2018*, 2018, 177–87.
- Putra, Nusa, and Hendarman. *Mixed Method Research : Metode Riset Campur Sari Konsep, Strategi Dan Aplikasi*. Edited by Tim Indeks. Cetakan 1. Jakarta: PT. Indeks, 2013.
- Rahmatollahi, Maryam, and Zohre Mohamadi Zenouzagh. "Designing and Validating an Evaluation Inventory for Assessing Teachers' Professional Accountability." *Language Testing in Asia* 11, no. 1 (2021). <https://doi.org/10.1186/s40468-021-00128-3>.

- Ruohotie-Lyhty, Maria. "Struggling for a Professional Identity: Two Newly Qualified Language Teachers' Identity Narratives during the First Years at Work." *Teaching and Teacher Education* 30, no. 1 (2013): 120–29. <https://doi.org/10.1016/j.tate.2012.11.002>.
- Ruohotie-Lyhty, Maria, and Josephine Moate. "Who and How? Preservice Teachers as Active Agents Developing Professional Identities." *Teaching and Teacher Education* 55 (2016): 318–27. <https://doi.org/10.1016/j.tate.2016.01.022>.
- Sarkio, Katri, Tiina Korhonen, and Kai Hakkarainen. "Tracing Teachers' Perceptions of Entanglement of Digitally-Mediated Educational Activities and Learning Environments: A Practice-Oriented Method." *Learning Environments Research* 26, no. 2 (2023): 469–89. <https://doi.org/10.1007/s10984-022-09442-w>.
- Satjipto, R. *Ilmu Hukum*. Cetakan 6. Bandung: Citra Aditya Bakti, 2006.
- Schutz, P. A., Hong, J., & Cross, D. I. (Eds.). *Research on Teacher Identity: Mapping Challenges and Innovations*. Cross Francis, Dionne, 2018. <https://doi.org/10.1007/978-3-319-93836-3>.
- Sidik, M. "Perlindungan Hukum Bagi Guru Yang Melakukan Kekerasan Terhadap Siswa." *Jurnal As-Said* 1, no. 1 (2021): 67–74.
- Sirk, Meidi, Reeli Liivik, and Krista Loogma. "Changes in the Professionalism of Vocational Teachers as Viewed through the Experiences of Long-Serving Vocational Teachers in Estonia." *Empirical Research in Vocational Education and Training* 8, no. 1 (2016). <https://doi.org/10.1186/s40461-016-0039-7>.
- Stumbrienė, Dovilė, Tatjana Jevsikova, and Vita Kontvainė. *Key Factors Influencing Teachers' Motivation to Transfer Technology-Enabled Educational Innovation*. Education and Information Technologies. Vol. 29. Springer US, 2024. <https://doi.org/10.1007/s10639-023-11891-6>.
- Sugiyono. *Pengumpulan Data Dan Instrumen Penelitian*. 1st ed., 2013.
- Susilowati, Hani Khotijah. "Efektivitas Proses Pelaksanaan Bimbingan Teknis Kurikulum Tingkat Satu Pendidikan (Studi Kasus Provinsi DI. Yogyakarta)." Lontar UI, 2010.
- Sutopo, Joko, and Krismiarsi. "Legal Protection of Professional Teacher in Criminal Law Perspective." *International Journal of Business, Economics and Law* 20, no. 5 (2019): 258–64.
- Tejada Fernández, José. "Professionalisation of Teaching in Universities: Implications from a Training Perspective." *RUSC. Revista de Universidad y Sociedad Del Conocimiento* 10, no. 1 (2013). <https://doi.org/10.7238/rusc.v10i1.1471>.

- Tengah, Tim LKBH PGRI Provinsi Jawa. "Penanganan Kasus Guru Di LKBH PGRI Provinsi Jawa Tengah, Berdasarkan Data 5 Tahun Terakhir." Semarang, 2023.
- Utomo, Widi. "Hasil Wawancara." Semarang, 2023.
- Vieira, Cristiano Rogério, and Neuza Pedro. "Weaknesses of ICT Integration in the Initial Teacher Education Curriculum." *Computers and Education Open* 5, no. October 2022 (2023): 100150. <https://doi.org/10.1016/j.caeo.2023.100150>.
- Walsh, Kerryann, Lesley anne Ey, Kirstine Hand, Rhiannon Smith, Sarah Howard, Angela Fenton, Chrystal Whiteford, Meegan Brown, Rachel Pinnock, and Lauren Rodier. "Child Protection and Safeguarding in Initial Teacher Education: A Systematic Scoping Review." *Children and Youth Services Review* 150, no. February (2023): 106951. <https://doi.org/10.1016/j.chilyouth.2023.106951>.
- Widjoretno, Ulis. "Hasil Wawancara." Semarang, 2023.
- Wijiatmo, Supanto. "Kebijakan Hukum Pidana Dalam Memberikan Perlindungan Hukum Terhadap Guru Dalam Hal Kedisiplinan." *Jurnal Hukum Dan Pembangunan Ekonomi* 7, no. 1 (2019): 85. <https://doi.org/10.20961/hpe.v7i1.29200>.

DECLARATION OF CONFLICTING INTERESTS

None

FUNDING INFORMATION

None

ACKNOWLEDGMENT

None

HISTORY OF ARTICLE

Submitted : January 31, 2024

Revised : May 26, 2024

Accepted : June 6, 2024

Published : June 29, 2024