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LEGAL ANALYSIS OF DISCIPLINARY SANCTIONS BY TEACHERS TO STUDENTS AT SCHOOL

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Abstract

Education has a vital role in shaping the character and quality of human resources, with student discipline as one of the key elements in creating a conducive learning environment. This study aims to analyze the law related to the granting of disciplinary sanctions by teachers to students in schools, focusing on the legal challenges faced by teachers in enforcing discipline. Through a normative juridical approach, this study examines the Supreme Court Decision Number 1554 K/Pid/2013 which affirms that teachers cannot be punished when carrying out their professional duties, including in the provision of disciplinary sanctions. In addition, regulations such as Articles 39 and 40 of Government Regulation No. 19 of 2017 provide a legal basis for teachers to enforce discipline without fear of legal consequences. As such, the study highlights the importance of legal protection and the development of clear policies to support effective and safe education efforts.

Keywords: Sanctions, Discipline, Teachers

Abstrak

Pendidikan memiliki peran vital dalam membentuk karakter dan kualitas sumber daya manusia, dengan kedisiplinan siswa sebagai salah satu elemen kunci dalam menciptakan lingkungan belajar yang kondusif. Penelitian ini bertujuan untuk menganalisis hukum terkait pemberian sanksi disiplin oleh guru kepada siswa di sekolah, dengan fokus pada tantangan hukum yang dihadapi oleh guru dalam menegakkan kedisiplinan. Melalui pendekatan yuridis normatif, penelitian ini mengkaji Putusan Mahkamah Agung Nomor 1554 K/Pid/2013 yang menegaskan bahwa guru tidak dapat dipidana saat melaksanakan tugas profesional mereka, termasuk dalam pemberian sanksi disiplin. Selain itu, peraturan seperti Pasal 39 dan 40 PP No. 19 Tahun 2017 memberikan landasan hukum bagi guru untuk menegakkan disiplin tanpa takut akan konsekuensi hukum. Dengan demikian, penelitian ini menyoroti pentingnya perlindungan hukum dan pengembangan kebijakan yang jelas untuk mendukung upaya pendidikan yang efektif dan aman.

Kata kunci: Sanksi, Disiplin, Guru

INTRODUCTION

Education aims to help individuals understand the nature of the universe, themselves, and God. These aspects significantly influence educational practices. The main objective of education is to improve the quality of human resources. This is achieved through enhancing knowledge, skills, attitudes, and behaviors that align with social norms and values, particularly through formal education in schools. These efforts are realized through the organization of schools as formal educational institutions (Sundari et al., 2023). Education also shapes individuals' character, which creates a healthy society. Students are introduced to various fields of knowledge, which teach moral values and principles. Additionally, social interactions in schools help students learn to communicate and cooperate, which are essential skills in the real world. Innovative and flexible teaching methods are also crucial for achieving educational goals. Teachers can make education more engaging and relevant by using various methods and technologies. Support from parents and the community is also important in creating a positive learning environment where collaboration between schools and homes can encourage student achievement. Furthermore, education must be able to adapt to changing times and global challenges, so that students are not only academically prepared but also able to compete globally. Thus, education will continue to be a strong foundation for the development of quality individuals and a prosperous society.

Student discipline is essential for the success of the learning process in schools. A disciplined school creates a conducive learning environment. Conversely, a lack of discipline hinders the teaching and learning process. Students need to be trained in discipline, starting from home to school. Sanctions are a logical consequence of disciplinary violations. Such discipline is important considering that humans sometimes need to be forced (Rahmawati & Hasanah, 2021). Therefore, teachers need strategies to cultivate students' academic and behavioral discipline to improve learning discipline and ensure students follow school rules (Nurjannah et al., 2020). In this context, several strategies that teachers can apply include the implementation of clear and consistent rules, providing positive motivation, and creating a classroom atmosphere that values discipline. For example, teachers can implement a reward system for students who demonstrate disciplined behavior, such as giving praise, certificates, or other awards. This aims to motivate students to continue complying with the existing rules. Moreover, involving students in the decision-making process regarding school rules can also increase their sense of responsibility and compliance with regulations. Discussions and briefings on the importance of discipline in achieving learning goals and its impact on their future lives are also crucial.

Training in socio-emotional skills such as self-control and time management can be part of the curriculum that helps students develop better self-discipline. By emphasizing the importance of discipline not only in an academic context but also in everyday life, it is expected that students can build positive habits that benefit their overall development. Finally, collaboration between teachers, parents, and students is a key factor in creating a strong culture of discipline in schools. An effective communication program between the school and home can help ensure that disciplinary values are continued and consistently

applied in all aspects of students' lives. Indiscipline often occurs among students, teachers, and school administrative staff, despite the presence of rules. According to Article 1 Paragraph (3) of the 1945 Constitution, which establishes Indonesia as a state governed by law, not an authoritarian state, every citizen is obliged to uphold the law and government. Moreover, Article 27 Paragraph (1) of the amended 1945 Constitution states that every citizen has an equal position before the law and government and is required to respect it.

Teacher disciplinary actions, which were once common, are now often considered violations of Human Rights (HR), placing teachers in a dilemma. The enforcement of discipline versus the potential legal action from parents or Non-Governmental Organizations (NGOs) has led to many violations being overlooked to avoid legal issues, which ultimately diminishes the teacher's authority, especially in the eyes of unruly students. They increasingly disregard school rules because they know they will not be punished (Umardani & Liany, 2017). This phenomenon creates complex challenges for educators. On one hand, teachers are required to maintain discipline and create an effective learning environment. On the other hand, they must be cautious not to violate students' rights and avoid potential legal confrontations. This requires more innovative and strategic approaches to enforcing discipline without having to apply physical sanctions or punishments that could be considered human rights violations.

Teachers can use teaching methods that educate students about the consequences of their behavior and the importance of rules in school. By fostering dialogue and involving students in setting classroom rules, they can feel a sense of responsibility toward the enforced regulations. Character development programs can also be an alternative. By incorporating moral and ethical values into the curriculum, students are expected to better understand the importance of discipline and norms in everyday life. This can also lead to a more respectful relationship between students and educators. Good communication between the school and parents is also very important in facing this dilemma. By involving parents in the educational process, schools can collaborate to maintain student discipline and create a mutual understanding regarding the importance of rules in schools. Through this collaboration, it is expected that there will be stronger mutual support in enforcing discipline so that teachers can perform their duties more confidently and effectively.

Disciplinary sanctions are an important part of the educational process. Their purpose is to enforce rules, foster positive behavior, and prevent repeated violations. However, a lack of understanding of teachers' authority and adequate regulations has led to various legal issues. This is due to the absence of a clear understanding regarding the limits of teachers' authority in imposing disciplinary sanctions, as well as the lack of regulations governing the application of disciplinary sanctions in schools (Rahman, 2020). This study aims to analyze the legal basis for the imposition of disciplinary sanctions by teachers, the limits of teachers' authority, evaluate the types of sanctions permitted, and recommend regulatory improvements. A comprehensive legal analysis will ensure justice, proportionality, and compliance with applicable laws.

METHOD

This research employs a normative juridical method, focusing on the analysis of legal doctrines and principles to identify the applicable legal principles. The research uses an analytical-inductive approach, starting from positive legal norms to uncover the underlying legal principles. The normative juridical method is an appropriate approach in legal research, as its main focus is on the analysis of legal doctrines regulated in legislation and other official documents. By using this method, researchers can explore and identify various legal principles found in the applicable positive legal norms. In this study, various legal literature, jurisprudence, and the opinions of legal experts will serve as the main sources to support the analysis. By collecting and analyzing this data, researchers can provide recommendations and opinions based on the legal principles that have been identified. The results of this research are expected to contribute to the understanding and development of law, as well as help provide solutions to legal problems encountered, particularly those related to disciplinary issues in the school environment and the role and responsibilities of teachers in enforcing discipline amidst the existing challenges.

RESULT AND DISCUSSION

Etymologically, the term "discipline" derives from the Latin word "discipline," which refers to the process of learning and teaching. In English, "discipline" signifies orderliness, compliance, and self-control. Discipline reflects a mental attitude manifested in the actions of individuals or groups in adhering to regulations. The purpose of implementing discipline is to prevent deviant behavior and encourage positive conduct, helping students adapt to their environment and avoid violations of school rules. Students learn to live with good habits that benefit them and their surroundings (Simangunsong, 2021). Discipline plays an important role in shaping individual character and social integration. Conceptually, discipline leads to the development of a mindset that supports adherence to established norms and rules. This is highly relevant in the context of education, where students are expected not only to comply with existing policies but also to internalize the moral values underlying discipline. Thus, discipline is not merely about compliance, but also about building self-awareness and responsibility. In practice, implementing discipline can help students develop positive habits that will be useful in their daily lives and future, as well as create a conducive environment for learning and growth. Discipline is crucial for everyone, including students. It offers many benefits, such as good attendance, notification of absences, punctuality, politeness, and noble character. Although the challenges of discipline increase with age, it has a significant impact on moral development. By consistently applying discipline, you will build good habits that will positively affect your future success. Conversely, people who fail are generally undisciplined (Yulianis, 2021).

Discipline has a significant impact on every individual's life, especially students, as it forms a strong foundation for self-development. Among the various benefits of discipline, some of the most prominent are improvements in attendance, the ability to notify if absent, and compliance with time and ethics. Discipline also plays a role in moral and ethical development, even though the challenge of maintaining it tends to increase with

age. By consistently applying discipline, individuals can develop positive habits that are beneficial not only for academic achievement but also for their personal lives in the future. In contrast, undisciplined individuals often struggle to achieve their goals and attain success. Therefore, discipline becomes a crucial element in achieving desired outcomes in various aspects of life. Teachers need to be legally protected to carry out their duties effectively. Acts of violence against teachers by students or parents reflect a decline in societal morality. Teachers are entitled to legal protection from various potential threats, including those from students, parents, or bureaucracy. Teachers play an important role in educating the nation as mandated by the Constitution. The task of disciplining students is part of this noble duty. In realizing the noble ideals of the nation, the task of teachers becomes very challenging because they have the noble duty to achieve the nation's aspirations (Fuad et al., 2020).

Legal protection for teachers is crucial to ensure they can perform their duties without fear or threat. Acts of violence experienced by teachers, whether perpetrated by students or parents, reflect a larger issue within the moral fabric of society. Therefore, it is important for the legal system to guarantee protection for educators from various forms of threats, whether originating from students, parents, or other parties who may attempt to interfere with their roles. As the main pillars in educating the nation and fulfilling the constitutional mandate, teachers bear a significant responsibility in disciplining students. However, the challenges they face are not only related to the teaching process but also to maintaining their integrity and safety in carrying out this noble duty. In this context, strong legal support is vital to help teachers achieve the lofty educational goals for the progress of the nation.

Education, according to Law No. 20 of 2003 on the National Education System (Sisdiknas Law), is a conscious and planned effort to create a learning environment that allows students to actively develop their potential. Education should encompass all aspects of spirituality, self-control, personality, intelligence, morality, and skills necessary for individuals, society, the nation, and the state (Wartoyo, 2022). To achieve the goals of national education, the national education system encompasses all components of education, as explained in Article 1, paragraph (3) of the Sisdiknas Law. To this day, this law still serves as the main legal foundation for establishing educational policies in Indonesia.

The Sisdiknas Law provides a clear framework for the importance of education as a systematic effort to create a conducive learning environment. In such a situation, education is intended to help students fully develop their potential, including intelligence, morality, spirituality, self-control, character, and skills needed for the benefit of individuals, society, the nation, and the state. The National Education System consists of various interconnected components that function to achieve the goals of national education, as stated in Article 1, paragraph (3) of the law. Therefore, this law not only serves as a legal foundation but also as a guideline for developing educational policies in Indonesia. This is done to ensure that every element of education works well together towards achieving the intended goals.

Although the Sisdiknas Law was created to address current issues, many challenges hinder its implementation. This aligns with Thomas Kuhn's opinion that certain theories are only applicable to their era. Adaptation of theories, or paradigm shifts, is needed due to changing times. The paradigm of science, as referred to by Kuhn, implies that more relevant theories will replace rigid ones. New theories will replace old theories that do not accommodate input (Rahman et al., 2021).

Although the Sisdiknas Law was designed to address the educational challenges of its time, in its implementation, various obstacles have emerged. Thomas Kuhn's perspective on theories that are relevant to their times is highly pertinent in this context. The development of the times and changes in society's needs necessitate adjustments to existing theories and policies, known as paradigm shifts. In science, theories that are considered rigid tend to be abandoned, and replaced by approaches more suitable to the evolving context. Therefore, it is important to adopt responsive educational theories and practices that are dynamic in addressing new challenges, to keep the education system relevant and effective. This transformation is a crucial step in optimizing the implementation of educational regulations to maintain the quality and accessibility of education in Indonesia.

Chapter XI of this law, Articles 39–44, discusses the responsibilities of educators in carrying out learning. On the other hand, educational staff are responsible for administration. In addition, this law regulates the rights and obligations of teachers and educational staff. The government and regional governments are responsible for developing educators and educational staff. This law also regulates the qualifications, promotions, awards, and certification of teachers. The placement of educators and educational staff is also adjusted to the needs of educational units and government support. Soetjipto argues that as members of the state apparatus, teachers must understand the government's educational policies to implement them correctly. Every implementation regulation made by the Ministry of Education, both at the central and regional levels, is included in government policy. Every implementation regulation made by the Ministry of Education and Culture at the central or regional level serves as the government's basis in the field of education (Matlani & Khunaifi, 2020).

Articles 39 to 44 of Chapter XI of the Sisdiknas Law provide detailed regulations regarding the duties of educators in the implementation of learning and the roles of educational staff that are more focused on administrative aspects. This law also stipulates the rights and obligations of both educators and educational staff, emphasizing the importance of placing them according to the needs of educational units and support from the government. In addition, this law regulates the qualifications, promotions, awards, and certifications for teachers, which are steps to maintain professional standards in the field of education. The government and regional governments must strengthen educational staff and educators to fulfill their duties and responsibilities. Soetjipto states that as state apparatus, teachers must understand and implement government educational policies. These policies include all implementation regulations made by the Ministry of Education, at both the central and regional levels, that assist in running education throughout the country.

Education serves to improve individuals' knowledge, skills, and habits. This process occurs through learning and training at various levels of formal and non-formal education. Education is a nation's effort to prepare future generations to live effectively. More than just teaching, education also fosters self-awareness, as described by Azyumardi Azra (Carmela & Suryaningsi, 2021). Education bears a greater responsibility than merely developing academic aspects; it also plays a role in shaping individual character and ethics. Through various teaching methods and learning experiences, education guides students to identify their potential and directs it positively. This includes developing social abilities, interpersonal skills, and a sense of responsibility towards the surrounding environment. By providing access to holistic education, a nation can ensure that future generations are not only intellectually competent but also prepared to face social and cultural challenges and actively contribute to society. Thus, education becomes the key to creating individuals who are not only intelligent but also possess high integrity and social awareness.

Education has goals that it aims to achieve, both abstract and specific. It guides individual development towards certain ideals. Therefore, selecting the direction and objectives of education is very crucial, as stipulated in Article 3 of the Sisdiknas Law (Abdullah, 2022). Education is a necessity for every individual and society to build and develop moral and national life. The Sisdiknas Law adopts the principle of fulfilling the right of children to compulsory and free basic education. The goal of education is to produce students who not only have knowledge but also possess strong personalities and are capable of making beneficial contributions to society. This makes choosing clear and focused educational goals and directions very important, as regulated in the Sisdiknas Law. The law emphasizes that education is a right for every child and is mandatory for all children. In this context, the government both central and regional has the responsibility to provide high-quality educational services without discrimination. This includes providing a supportive educational environment, funding for students aged 7–15 years, and continuous improvement of education quality to achieve national education goals and foster holistic human development.

Students have a range of learning attitudes, classified into affective, cognitive, and psychomotor categories. Educators are expected to establish an atmosphere where students are encouraged to learn effectively, aiming for a successful education. According to Sani and Mulyana, learning is an effort to change attitudes in individuals (Kamlasi & Deta, 2022). Effective learning involves various methods and strategies to guide and motivate students to achieve specific educational goals. Educators must understand and utilize diverse teaching methods that accommodate students' learning attitudes, including cognitive, affective, and psychomotor aspects. Thus, educators can create a conducive learning atmosphere that encourages students to engage and participate in the learning process. According to Sani and Mulyana, this process involves deliberate efforts to change individual attitudes to be better aligned with educational goals. Such changes in attitudes can reflect progress in knowledge, skills, and behavior, all of which indicate successful learning. Basic and secondary education, as well as local wisdom-based education programs, are managed by the district/city governments. These obligations

emphasize that the state is responsible for ensuring that all school-aged children receive mandatory and free basic education, per the ideals stated in the Preamble of the 1945 Constitution. To face global changes, the national education system must ensure equal learning opportunities, quality improvement, and the relevance of education (Inkiriwang, 2020).

Local governments, both at the district and city levels, play a crucial role in managing basic and secondary education, including education that integrates local wisdom. This responsibility underscores the state's duty to ensure that every child has access to mandatory and free basic education, in line with the principles outlined in the Preamble of the 1945 Constitution. To achieve this goal, the national education system must focus on improving the quality and relevance of education, as well as ensuring equitable learning opportunities across regions. Thus, the system will be able to respond to the rapid changes of the global era. This includes developing a curriculum that can be adapted to the needs of society and technological advancements so that students are prepared for the workforce and can positively contribute to their communities and environments.

The role of teachers is critical in the education system. Because of their significant role in the learning process, teachers are always the main focus in efforts to improve educational quality. Without qualified and experienced teachers, educational reform will not occur. To achieve national education objectives, teachers must possess adequate academic qualifications, competencies, certifications, and physical and mental health, according to Article 8 of Law No. 14 of 2005 concerning Teachers and Lecturers (UU GD) (Rizky et al., 2022). The presence of highly qualified and professional teachers is essential in the education system to ensure that the learning process runs smoothly. Teacher development is necessary for improving educational quality. The Teacher and Lecturer Law emphasizes that the academic qualifications and competencies required of a teacher are crucial. To ensure that teachers can perform their duties effectively, ongoing education and training, certification, and attention to physical and mental health are vital. Therefore, the government and relevant institutions must invest in the professional development of teachers to produce educators who not only master the subject matter but also keep pace with changing times and meet the diverse needs of students.

According to Article 10 of the Teacher and Lecturer Law, teachers' competencies include pedagogical, personal, social, and professional competencies learned during professional education. Personal competencies encompass being steadfast, moral, wise, authoritative, and serving as role models for students. The objective of the Teacher and Lecturer Law is to enhance the quality and quantity of education in Indonesia and to produce human resources who are faithful, creative, innovative, productive, and knowledgeable, for the welfare of the nation, in accordance with Article 31 paragraph (3) of the 1945 Constitution, which stipulates that the government is obliged to organize a national education system that fosters faith, piety, and noble character to enlighten the nation's life. This enhancement includes the national education system, the qualifications and competencies of teachers and lecturers, and curriculum standards (Sulaiman & Khoiri, 2023).

According to Article 10 of the Teacher and Lecturer Law, teachers must possess the following competencies: pedagogical, personal, social, and professional competencies, which are acquired through professional education. In this context, personal competency is particularly important because it includes stable personality traits, morality, wisdom, and authority, allowing teachers to serve as good role models for their students. In relation to the 1945 Constitution, Article 31 paragraph (3) states that the government is responsible for providing a national education system that not only focuses on education but also develops faith, piety, and noble character to enlighten the nation's life. The main goal of the Teacher and Lecturer Law is to enhance the quality and quantity of education in Indonesia to produce human resources that are faithful, creative, innovative, and competent.

Supervision and control of teacher behavior, regulated by the code of ethics for teachers, are part of personal competency. In the era of globalization, the role of teachers is becoming increasingly important. Professional teachers are expected to help students become competent, competitive, and productive human resources when facing global challenges. The Indonesian Teacher's Code of Ethics provides standards of behavior and attitudes expected of all teachers. Additionally, the Teacher and Lecturer Law regulates various concepts, principles, and regulations regarding how teachers participate in educational policy, making it a legal standard in the field of education. Since the enactment of the Teacher and Lecturer Law, teachers have been recognized as professionals responsible for educating, teaching, guiding, directing, training, and assessing students at various educational levels, including early childhood, basic, and secondary education. There are several requirements that must be met to become a professional teacher.

The Teacher and Lecturer Law defines a profession as a job or activity that generates income, requires specific skills and expertise, meets certain quality standards, and necessitates education. At specific levels and educational paths, teachers are classified as professional educators. Certified teachers are entitled to be appointed as professional educators. The aim is to enhance the dignity and role of teachers, as well as their status and dignity as educators, and to ensure the improvement of national education quality. The status of teachers as professional educators reflects the development of the teaching profession (Syarnubi, 2019). According to the Teacher and Lecturer Law, a profession is defined as a job that provides a source of income, requires specific expertise and skills, meets certain quality standards, and necessitates professional education. In this context, teachers are considered professional educators who teach at certain educational levels and paths. Certification grants teachers the right to be recognized as professional educators, aimed at enhancing the dignity and status of teachers as educational agents and ensuring the improvement of national education quality. The recognition of teachers as professionals also reflects their commitment to continuous professional development so that they can meet the demands and expectations of modern society in the context of education.

The policy of teacher certification is regulated by the Teacher and Lecturer Law (UU GD). Qualified teachers are awarded educator certificates. Certification is organized by

accredited Teacher Education Institutions (LPTK). LPTK is authorized to conduct certification programs and issue certificates (Alawiyah, 2018). Certified teachers are entitled to be appointed as professional teachers in specific educational units. Violations of this provision are considered legal offenses. Before the implementation of UU GD, the teacher profession education typically employed a concurrent model (integration of mastery in subject matter and pedagogical competence). After the enactment of UU GD, a consecutive model became more dominant, although the concurrent model still exists in some LPTK (Darmawan, 2020).

Satjipto Raharjo defines legal protection as an effort to protect harmed human rights (Sidik, 2021). Articles 14 and 39 of UU GD outline legal protection for teachers in carrying out their duties, including protection of intellectual property rights. However, the legal protection of teachers in disciplining students who violate school regulations is often misunderstood as a violation of child protection laws. This misunderstanding hampers the enforcement of discipline and the development of student behavior, increasing the risk of teachers facing legal issues. The teaching profession is vulnerable to legal problems because it relates to the Child Protection Act. Mistakes made by teachers can have widespread implications for the education system and future generations (Sutarsih & Misbah, 2021). Moral and ethical education is essential in addition to scientific knowledge to produce a generation with noble character, rather than a mischievous one. Teachers must also serve as role models for their students. A system of reward and punishment is vital in education. Teachers, educators, and lecturers often find themselves in a dilemma. On one hand, they are responsible for achieving educational objectives. On the other hand, efforts to enforce discipline are hindered by the Child Protection Act and the Indonesian Child Protection Commission (KPAI). Failure to enforce discipline often results in teachers being blamed for students' educational failures (Lubis, 2012). The issue of teachers imposing sanctions on students who break school rules is a significant concern. Parents and the community often report teachers to the authorities, believing this constitutes a violation of human rights or the Child Protection Act. Consequently, teachers are placed in difficult situations and may face criminalization.

Government Regulation (PP) No. 19 of 2017 (the revised Teacher Regulation) amends PP No. 74 of 2008 regarding Teachers (the Teacher Regulation). Teachers, as professional educators, play a strategic role in realizing the vision of learning. Improvements in teacher governance are necessary. This revision accommodates the developments in professional teacher governance (Warsono et al., 2023). In this context, teachers as professionals play a vital role in achieving the established learning vision. Therefore, improvements in governance related to the teaching profession are needed. This revision aims to adapt and accommodate developments in professional teacher governance so that the education system can adjust to the needs and challenges faced in the modern era. With these changes, it is hoped that the quality and effectiveness of teaching can be improved for the advancement of education in Indonesia. The protection of teachers, as stipulated in UU GD, has been expressed in the Teacher Regulation and its revision in the revised Teacher Regulation. However, this protection has not yet been fully maximized. As professional

educators, teachers have the responsibility to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education (PAUD), basic education, and secondary education. Teachers are also entitled to legal protection, professional protection, safety and health protection at work, and intellectual property rights protection (Budoyo, 2022).

There is a need to enhance teacher protection, which is regulated in UU GD, then implemented in the Teacher Regulation, and subsequently amended through the revised Teacher Regulation to be more effective. As professional educators, teachers have many responsibilities, including educating, teaching, guiding, directing, training, and assessing and evaluating students at various educational levels, from early childhood education to basic and secondary education. Moreover, it is crucial to remember that teachers have the right to legal protection, professional protection, guaranteed workplace safety and health, and protection of intellectual property rights. Improving this protection is essential for the welfare of teachers and creating a safe learning environment for students. UU GD and the Teacher Regulation (and its revisions) have provided legal protection for teachers (Octofrezi, 2020). The Minister of Education and Culture Regulation No. 10 of 2017 on Protection for Educators and Educational Personnel (Permendikbud PBPTK) further regulates these protection efforts. Teachers will interact with students, parents, and the community, and the potential for differing perceptions must be anticipated. Professional teacher organizations need to actively play a role in protecting teachers.

The legal foundation for teacher protection has been established by UU GD and the Teacher Regulation and its revisions. Permendikbud PBPTK further regulates the protection of educators and educational personnel. Teachers frequently interact with parents, the community, and students, which can lead to differing perceptions. Therefore, it is important to anticipate such disagreements. By actively supporting and protecting teachers in carrying out their duties, professional teacher organizations play a vital role in this regard. Consequently, a safer and more professional educational environment can be created, which will support better educational advancement. Article 40 of the revised Teacher Regulation stipulates teachers' rights to protection while carrying out their duties with a sense of safety and guarantees of safety from the government, local governments, educational units, professional teacher organizations, and the community, under their authority. Legal, professional, safety, and health protections are part of this protection. To protect teachers, these institutions can cooperate.

Article 39 of the revised Teacher Regulation grants teachers the authority to impose sanctions on students who violate religious norms, morality, decorum, and written or unwritten regulations set by teachers, educational units, and existing laws during the learning process (Ningsih, 2019). Sanctions can include written or verbal warnings and educational punishments by laws, the code of ethics for teachers, and educational standards. All violations committed by educational units beyond the authority of teachers must be reported to the educational unit's leadership for further action by applicable laws. The implementation of Article 39 of the revised Teacher Regulation demands wisdom and proportionality in imposing sanctions. Teachers need to consider the context of the violation, the characteristics of the students, and the goals of character development. It is

also crucial to maintain structured and objective documentation of each violation and sanction imposed to ensure transparency and accountability. Collaboration between teachers, educational unit leaders, and parents is essential in addressing violations and ensuring the effectiveness of the educational sanctions imposed while minimizing the potential for abuse of authority.

These three articles are interrelated and provide a strong legal basis. Article 39 of the National Education System Law (UU Sisdiknas) and Article 40 of the revised Teacher Regulation guarantee legal protection for teachers in carrying out their duties, including imposing disciplinary sanctions on students. This emphasizes that teachers are legally protected and not easily found guilty when enforcing discipline, as long as the actions taken comply with existing regulations. Various forms of sanctions can be applied, ranging from verbal warnings to physical punishment, as long as they are in accordance with the applicable rules. However, it is important to emphasize that legal protection for teachers does not mean a license to act arbitrarily. The imposition of sanctions, especially disciplinary ones, must prioritize educational and pedagogical aspects, focusing on character development rather than mere punishment. Transparency and accountability in the sanctioning process are also crucial to prevent potential abuse of authority and maintain a positive relationship between teachers and students. Therefore, the development of teachers' competencies in classroom management and conflict resolution is highly relevant to ensure that the disciplinary process is effective and does not harm either party.

The boundaries of disciplinary sanctions that can be imposed by teachers are regulated in Article 39 of the Teacher Government Regulation. A clear understanding of these boundaries by educators and law enforcement will prevent teachers from encountering legal authorities except in cases outside the educational context. Legal protection is an effort to provide a sense of security to victims, undertaken by various parties, whether temporarily or based on court decisions. The effective implementation of Article 39 of the Teacher Government Regulation requires comprehensive socialization and understanding among all stakeholders in the educational environment. This includes training and guidance for teachers on professional ethics, conflict management, and the limits of authority in administering sanctions. Additionally, transparent and responsible mechanisms for complaints and handling violations need to be strengthened to protect both teachers and students from potential arbitrariness and unfair treatment. A clear and structured legal framework is key to creating a safe, conducive educational environment that supports effective learning processes.

An inadequate system for protecting the teaching profession is demonstrated by the many legal cases involving teachers. The community and law enforcement officials still have a limited understanding of teachers as a respected profession. Both central and local governments must provide legal protection by establishing a strong legal umbrella, such as laws and regional regulations. Legal protection should stem from legal provisions and all legal regulations provided by society, which essentially represent a societal agreement to regulate behavioral relationships among community members and between individuals (Nawawi, 2019). Therefore, efforts to enhance understanding and appreciation for the

teaching profession among the community and law enforcement officials are essential. This can be achieved through effective socialization campaigns, the development of special education and training programs, and improved access to information regarding legal protection regulations for teachers. Furthermore, mechanisms for rapid, transparent, and fair case handling and complaint management should also be strengthened to prevent misunderstandings and minimize the potential for unjust criminalization of teachers. Thus, the legal protection system for teachers can optimally function to create a safe and conducive working environment for the educational profession.

The Supreme Court Decision No. 1554 K/Pid/2013 dated May 6, 2014, establishes an important precedent (Pantouw et al., 2020). This decision emphasizes that teachers cannot be criminally charged while carrying out their professional duties, including when enforcing discipline among students. Articles 39 (1), 40 (1), and 41 (1) of the revised Teacher Government Regulation grant teachers the freedom to impose sanctions on students who violate regulations, as well as providing legal protection for teachers (Fuad et al., 2020). This case began when a teacher was criminally charged for disciplinary actions taken against a student who violated school rules. The teacher faced charges for allegedly committing acts of violence in the process of disciplining the student. The Supreme Court affirmed in its decision that teachers cannot be prosecuted while performing their professional duties, including actions taken in the context of educating and enforcing discipline. This ruling can serve as a reference for the development of educational policies in schools, encouraging the formulation of clearer and more appropriate disciplinary procedures.

The Supreme Court Decision No. 1554 K/Pid/2013 marks an important milestone in protecting the rights and authority of teachers in carrying out their professional duties. However, the implementation of this decision in practice still requires increased awareness and understanding among educators, law enforcement officials, and the community. The clarity of procedures and boundaries in imposing disciplinary sanctions on students, in accordance with pedagogical and legal principles, must be widely socialized and consistently implemented. It is essential to build a system that protects teachers from baseless accusations, as well as mechanisms that allow teachers to obtain legal assistance when faced with legal demands. Thus, this Supreme Court ruling can serve as a strong foundation for establishing a more equitable education system that prioritizes the interests of children.

CONCLUSION

Education plays a crucial role in shaping the character and quality of human resources, with student discipline as an important element in creating a conducive learning environment. Teachers face challenges in enforcing discipline, where the presence of regulations and legal protection is essential to support their duties. The Supreme Court Decision No. 1554 K/Pid/2013 emphasizes that teachers cannot be criminally charged while carrying out their professional duties, including in administering disciplinary sanctions to students. This aligns with Article 39 of the revised Teacher Government Regulation, which grants teachers the authority to impose sanctions on students who

violate norms and regulations, as well as Article 40, which guarantees legal protection for teachers in carrying out their tasks. Therefore, it is important to develop clear and comprehensive policies to ensure that disciplinary sanctions imposed by teachers can be carried out fairly and by applicable laws, to create an effective and safe education system.

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