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Teacher Legal Protection in Student Discipline Enforcement: A Socio-Legal Perspective on Institutional Mechanisms in Indonesian Primary Education

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Abstract

Student discipline enforcement places teachers in a complex legal position because disciplinary authority must be exercised alongside children's rights and the possibility of parental objections. Previous studies have largely focused on the normative limits of teachers' disciplinary actions, while less attention has been given to how legal protection functions at the school level when disciplinary practices lead to conflict. This study examines the implementation of legal protection for teachers in enforcing student discipline at a primary school in Surakarta, Indonesia, and identifies institutional measures needed to reduce protection risks. The study employs a socio-legal design with a descriptive qualitative approach, drawing on 904 recorded disciplinary incidents during the 2025/2026 academic year, school documents, five direct observations, and face-to-face interviews with four key informants. The findings show that the frequency of disciplinary violations does not necessarily indicate the level of legal risk faced by teachers. Most incidents were resolved through educational guidance, whereas two low-frequency incidents resulted in parental objections or threats that affected teachers' sense of security. The study argues that effective teacher protection depends on clear disciplinary procedures, documented interventions, institutional support, and structured mechanisms for addressing parental disputes. The findings imply that schools should establish preventive guidelines, reporting and documentation procedures, institutional assistance for teachers, and restorative pathways for resolving teacher–parent conflicts while safeguarding children's rights. These practical measures also provide a basis for comparing contemporary school discipline practices with principles of justice, protection, and dispute resolution in Islamic law.

Kata Kunci: Teacher Legal Protection; Student Discipline; Children's Rights; School Institutional Mechanisms; Socio-Legal Study.

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Introduction

Teachers perform not only an educational function but also exercise professional authority to maintain order and ensure the effective implementation of the learning process.[1] However, such authority is not unlimited. Law No. 14 of 2005 on Teachers and Lecturers and Government Regulation No. 74 of 2008, as amended by Government Regulation No. 19 of 2017, provide teachers with the authority to undertake educational and disciplinary measures.[2] At the same time, Law No. 35 of 2014 on Child Protection emphasizes the obligation of educational institutions to ensure that educational processes are free from violence, discrimination, and treatment that undermines children's dignity.[3] This regulatory configuration reflects a broader challenge in contemporary educational governance: reconciling teachers' professional authority with the protection of children's fundamental rights.[4] Accordingly, the legal protection of teachers in enforcing student discipline should not be understood as an attempt to establish professional immunity, but rather as an effort to ensure that pedagogical authority is exercised proportionately, properly documented, and consistently subject to the principles of child protection.

In Indonesia, this issue has acquired a new regulatory dimension through Minister of Primary and Secondary Education Regulation No. 4 of 2026 concerning Protection for Educators and Education Personnel, which replaces Minister of Education and Culture Regulation No. 10 of 2017. The regulation not only maintains legal and professional protection for teachers but also incorporates legal consultation, mediation, the fulfillment or restoration of rights, assistance in obtaining legal counsel, and the establishment of Protection Task Forces as components of an institutional protection framework.[5] These provisions have significant implications for school governance, as teacher protection can no longer rely exclusively on internal school regulations.[6] Instead, it requires accessible complaint-handling procedures, legal assistance, referral mechanisms, and institutional coordination when disciplinary actions develop into disputes. Furthermore, Minister of Primary and Secondary Education Regulation No. 6 of 2026 concerning Safe and Comfortable School Culture reinforces a humanistic, comprehensive, and participatory approach to establishing a supportive learning environment. The handling of disciplinary violations is situated

[1] Hayley Franklin and Ingrid Harrington, "A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms," *Journal of Education and Training Studies* 7, no. 12 (2019): 1, https://doi.org/10.11114/jets.v7i12.4491.
[2] Een Nurjannah et al., "Teacher Performance Management in Improving Islamic Religious Education (IRE) Lesson Learning," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2021): 400–441, https://doi.org/10.31538/ndh.v6i2.1312.
[3] Nomisha Kurian, "Rights-Protectors or Rights-Violators? Deconstructing Teacher Discrimination against LGBT Students in England and the UN Convention on the Rights of the Child as an Advocacy Tool," *The International Journal of Human Rights* 24, no. 8 (2020): 1080–1102, https://doi.org/10.1080/13642987.2019.1697680.
[4] Berit Karseth and Jorunn Møller, "Legal Regulation and Professional Discretion in Schools," *Scandinavian Journal of Educational Research* 64, no. 2 (2020): 195–210, https://doi.org/10.1080/00313831.2018.1531918.
[5] Sapto Budoyo et al., "Legal Protection for Teachers in Disciplinary Measures for Students in The Public Elementary School," *Jurnal Pemberdayaan Masyarakat* 4, no. 4 (2025): 1010–23, https://doi.org/10.46843/jpm.v4i4.612.
[6] Antonina Levatino et al., "School Governance Through Performance-Based Accountability: A Comparative Analysis of Its Side Effects Across Different Regulatory Regimes," *Review of Research in Education* 48, no. 1 (2024): 248–86, https://doi.org/10.3102/0091732X241270672.

within a collaborative framework that prioritizes protection, educational interventions for students who violate school rules, and the restoration of school safety and comfort. This regulatory framework indicates that teacher protection and child protection are not mutually exclusive objectives. Rather, they converge in the need for disciplinary measures that are educational, proportionate, transparent, and supported by accessible dispute-resolution mechanisms.

The implementation of these normative frameworks, however, is often complicated by differences in how schools and parents perceive disciplinary interventions.[7] Actions considered reasonable and educational by teachers or school administrators may be interpreted differently by parents, potentially escalating into complaints, social pressure, threats of legal reporting, or intimidation.[8] Such circumstances may encourage teachers to adopt defensive attitudes when exercising their disciplinary responsibilities. Studies on family-school relationships have demonstrated that the quality of communication and interaction between parents and teachers constitutes an important element in addressing student behavioral problems.[9] At the same time, tensions arising from these relationships may become an additional source of pressure for teachers. In response to this challenge, international scholarship has increasingly shifted its attention from exclusively punitive disciplinary approaches toward preventive and restorative practices. Systematic reviews indicate that restorative practices in educational settings are employed to repair relationships, address conflicts, reduce reliance on exclusionary sanctions, and strengthen the overall school climate.[10] Nevertheless, their effectiveness depends substantially on leadership support, procedural consistency, teachers' capacities, and the specific institutional context. Consequently, mediation or dialogue alone should not automatically be classified as restorative justice. A genuinely restorative approach requires a process oriented toward acknowledging harm, assuming responsibility, repairing relationships, reaching mutually agreed resolutions, and ensuring appropriate follow-up.

Despite these developments, existing scholarship on teacher protection in Indonesia remains predominantly concerned with the legal foundations of professional protection, the limits of

[7] Joanne W. Golann, Mira Debs, and Anna Lisa Weiss, "'To Be Strict on Your Own': Black and Latinx Parents Evaluate Discipline in Urban Choice Schools," *American Educational Research Journal* 56, no. 5 (2019): 1896–1929, https://doi.org/10.3102/0002831219831972.

[8] Ruth Berkowitz et al., "Exploring Parents' Violence Against School Teachers: Manifestation, Risk Factors, and Coping Strategies," *Behavioral Sciences* 15, no. 10 (2025): 1429, https://doi.org/10.3390/bs15101429.

[9] Susan M. Sheridan et al., "A Meta-Analysis of Family-School Interventions and Children's Social-Emotional Functioning: Moderators and Components of Efficacy," *Review of Educational Research* 89, no. 2 (2019): 296–332, https://doi.org/10.3102/0034654318825437; Ryan G. Carlson et al., "Relational Factors Influencing Parents' Engagement in Special Education for High School Youth With Emotional/Behavioral Problems," *Behavioral Disorders* 45, no. 2 (2020): 103–16, https://doi.org/10.1177/0198742919883276; Tyler E. Smith et al., "Understanding Family–School Engagement across and within Elementary- and Middle-School Contexts.," *School Psychology* 34, no. 4 (2019): 363–75, https://doi.org/10.1037/spq0000290.

[10] Ernesto Lodi et al., "Use of Restorative Justice and Restorative Practices at School: A Systematic Literature Review," *International Journal of Environmental Research and Public Health* 19, no. 1 (2021): 96, https://doi.org/10.3390/ijerph19010096; Brittany Zakszeski and Laura Rutherford, "Mind the Gap: A Systematic Review of Research on Restorative Practices in Schools," *School Psychology Review* 50, no. 2 (2021): 371–87, https://doi.org/10.1080/2372966X.2020.1852056; Ceema Samimi et al., "Restorative Practices and Exclusionary School Discipline: An Integrative Review," *Contemporary Justice Review* 26, no. 1 (2023): 28–47, https://doi.org/10.1080/10282580.2023.2204884.

teachers' disciplinary authority, and conflicts between teachers and parents following the occurrence of legal disputes.[11] Although these studies provide important normative and legal perspectives, they offer relatively limited explanations of how teacher protection operates as an organizational mechanism at the school level. In particular, insufficient attention has been given to the relationship between disciplinary incident records and teachers' perceived protection risks, as well as to how discrepancies between school practices and normative legal obligations can be translated into traceable and operational components of institutional protection. This limitation reveals a research gap concerning the institutional dimension of teacher protection, particularly in connecting empirical disciplinary practices, the experiences of actors involved in handling disputes, and the applicable legal framework. Addressing this gap, the present study advances the argument that the frequency of student disciplinary violations does not necessarily correspond to the level of risk experienced by teachers in exercising their professional authority. Rather, such risks must be examined through the intensity of conflicts, parental responses, and the institutional capacity of schools to provide adequate protection.

The distinctive contribution of this research lies in its positioning of the school as the primary unit of analysis and its integration of three interconnected layers of evidence: disciplinary incident records, the experiences of institutional actors involved in handling cases, and the applicable legal framework. Unlike approaches that primarily examine teacher protection through statutory interpretation or individual legal disputes, this study investigates how protection mechanisms are implemented and experienced within everyday school governance. Furthermore, by relating empirical findings to the normative obligations established under Indonesian educational and child protection regulations, the study seeks to develop a conceptual model of teacher protection that is grounded in institutional realities. Its originality does not merely rest on the incorporation of the 2026 regulatory framework, but more fundamentally on its analytical distinction between the frequency of disciplinary violations and the actual risks associated with teacher protection. This distinction contributes to a more nuanced understanding of professional protection by demonstrating that institutional preparedness, the management of parent-school relations, and the availability of responsive protection mechanisms are essential dimensions of safeguarding teachers' professional authority without compromising children's rights.

Against this background, this study addresses two research questions. First, how is legal protection for teachers implemented in the enforcement of student discipline at SD X? Second, how can empirical evidence concerning disciplinary practices, protection gaps, and the applicable legal framework be translated into a conceptual model of teacher protection at the school level? By addressing these questions, the study aims to examine the relationship between teachers' professional authority, institutional protection mechanisms, and the normative obligation to safeguard children's rights. Academically, it contributes to the development of socio-legal scholarship on teacher

[11] Kisbiyanto Kisbiyanto, "Enforcement Gaps in Child Protection Law: Managing Strategy of Violence on Students in Islamic Boarding Schools and the Limits of Legal Compliance in Indonesia," *Khazanah Hukum* 7, no. 3 (2025): 392–416, https://doi.org/10.15575/kh.v7i3.43929.

protection by bridging normative legal analysis and empirical institutional practices. Practically, it seeks to provide a conceptual foundation for strengthening school-level protection mechanisms through proportionate disciplinary procedures, effective complaint management, legal assistance, mediation, and institutional coordination. Ultimately, this study seeks to demonstrate that the protection of teachers and the protection of students should be developed as complementary elements of a fair, accountable, and rights-based educational environment.

Research Methods

This study employed an empirical legal research method (socio-legal research) using a descriptive qualitative approach. The socio-legal perspective was adopted to examine the relationship between law as a normative framework and law as implemented in school practices. The unit of analysis was the school's institutional mechanism for addressing student disciplinary violations and protecting teachers when educational interventions generated objections or threats. Normative legal analysis was used to assess the conformity of school practices with applicable legislation, while empirical analysis explored how legal provisions operated within the relationships among teachers, school principals, students, and parents. The school was anonymized as SD X to minimize the risk of identifying the institution, students, families, and research participants, particularly because the research data involved sensitive disciplinary incidents and conflicts.

The empirical materials consisted of: (a) records of student disciplinary violations during the 2025/2026 academic year; (b) school regulations, point-based disciplinary systems, and case-handling documents; (c) observations of disciplinary and educational interventions; and (d) interviews with four key informants purposively selected to represent policy-making authority, the handling of routine disciplinary violations, case counseling, and student affairs coordination. The informants comprised the school principal (KS), classroom teacher (GK), guidance and counseling teacher (GBK), and vice principal for student affairs (WKS). The disciplinary incident records were treated as documentary evidence for identifying violation patterns and understanding case contexts rather than as a basis for statistical inference. The legal materials included relevant legislation, court decisions, books, and scholarly articles.

Direct observations were conducted on five occasions between March and July 2026 during the 2025/2026 academic year. The observations focused on the implementation of school regulations, procedures for handling student disciplinary violations, teacher-student interactions during educational interventions, communication between the school and parents following disciplinary incidents, and mechanisms for resolving disciplinary problems. Face-to-face interviews were conducted once with each key informant, with each session lasting approximately 30–60 minutes. The interviews were not audio-recorded. Instead, the researcher took notes during the interviews and promptly prepared interview records and thematic summaries after each session to maintain the proximity between the information conveyed by the informants and the research documentation. The total of 904 incidents represented all recorded disciplinary violations

throughout the 2025/2026 academic year, compiled from the student discipline logbook, disciplinary point records, case-handling records maintained by the student affairs department, and student guidance documents. These records were subsequently classified according to the types of violations, forms of intervention, and parental responses.

Table 2. Informant Profiles and Data Relevance

Code	Role	Selection Criteria	Data Contribution
KS	School principal	Holds policy-making authority and responsibility for conflict resolution	School regulations, institutional support, and communication with parents
GK	Classroom teacher	Handles routine disciplinary violations and classroom communication	Experiences of educational interventions, parental responses, and psychological impacts
GBK	Guidance and counseling teacher	Handles counseling and complex cases	Psychosocial assistance, mediation, and exposure to threats
WKS	Vice principal for student affairs	Coordinates the enforcement of school regulations	Point-based disciplinary system, case documentation, and the need for SOPs and referral mechanisms

Data were collected through document analysis, observation, and semi-structured interviews. The analysis proceeded through several stages. First, disciplinary records were distinguished between the total number of incidents (*event count*) and the number of unique students, where such information was available, to ensure that repeated violations by the same student were not interpreted as representing different individuals. Second, the interview notes were reread and organized into thematic summaries based on the research objectives, without employing a formal coding procedure. These thematic summaries covered educational interventions, parental acceptance, objections or threats, documentation, institutional support, and dispute-resolution mechanisms. Third, source triangulation was conducted by comparing information provided by different informants with school documents and observation findings. Fourth, the thematic summaries were examined alongside the applicable legal framework to construct an evidence-to-model traceability matrix. This final analytical stage was intended to distinguish empirical findings from normative recommendations, ensuring that the proposed conceptual model retained a traceable argumentative basis grounded in the research data.

The research was conducted after obtaining permission from the school authorities. Before each interview, the researcher explained the research objectives, the expected form of participation, the academic use of the information, and the principles of data confidentiality. Informed consent was obtained from each participant before the interviews commenced. The school's identity remained anonymized as SD X, while the identities of students, families, and informants were excluded from the research report. The researcher was also part of the institutional working environment of the school under investigation and therefore had relatively close access to the research context and relevant documents. This positionality was explicitly acknowledged as part of

methodological transparency. To minimize dependence on a single perspective, information obtained from different informants was compared and cross-checked against school documents and observation findings through source triangulation.

Results and Discussion

Patterns of Disciplinary Violations and Handling Mechanisms

The school implements a gradual disciplinary enforcement mechanism through verbal warnings, point-based recording, educational interventions, counseling, mediation, parental summons, and psychological assistance in specific cases. School regulations are communicated at the beginning of each academic year and serve as an administrative reference for teachers in carrying out their disciplinary responsibilities. Information provided by the school principal (KS) and the vice principal for student affairs (WKS) indicates that this system is intended to ensure consistency in handling disciplinary violations and to make teachers' actions pedagogically accountable. Within the scope of the data examined, comprising disciplinary records, five observation sessions, and interview notes, the study found no documented instances of corporal punishment. This finding is limited to the sources and research period examined and should not be interpreted as a claim that corporal punishment has never occurred outside the scope of the analyzed data.

Table 3. Records of Student Disciplinary Violations and Their Impact on Teachers during the 2025/2026 Academic Year

Type of Violation	Number of Incidents	Case Details	Main Intervention	Parental Response	Impact on Teachers
Arriving late at school	678 (75.0%), involving 63 students (24.5% of 257 students)	An average of three students arrived late per day. A total of 63 students out of 257 students in Grades 1–6 were recorded as having arrived late at least once.	Warnings, disciplinary points, and parental summons in cases of repeated violations	Accepted	No recorded conflict-related impact
Failure to complete assignments/homework	196 (21.7%), involving 37 students	An average of one student failed to complete assignments	Warnings, disciplinary points, parental summons,	Accepted	No recorded conflict-related impact

	(14.4% of 257 students)	per day. A total of 37 students out of 257 students in Grades 1–6 were recorded as having failed to complete assignments or homework.	and literacy assignments		
Inappropriate language	1 (0.1%)	One student was recorded as using offensive language, reportedly influenced by the social environment at home, where the student frequently interacted with adults.	Disciplinary points and parental summons	Accepted	No recorded conflict-related impact
Incomplete school uniform attributes	26 (2.9%)	Most cases involved students in Grades 4–6 who did not wear complete uniform attributes, particularly during school flag ceremonies.	Warnings and disciplinary points	Accepted	No recorded conflict-related impact
Physical altercation between students	1 (0.1%)	CCTV footage showed that an incident initially	Mediation, character development, and	Accepted	No recorded conflict-related impact

		perceived as playing escalated when one student's hand accidentally struck another student's nose, causing bleeding.	disciplinary points		
Verbal bullying	1 (0.1%)	The incident began with students mocking each other by referring to their parents' names, subsequently affecting the relationship between the respective parents.	Counseling, parental summons, and disciplinary points	Objection	The classroom teacher experienced discomfort following the parent's objection
Damage to school facilities	1 (0.1%)	A student drew an image of Hitler on a bathroom door.	Educational intervention, parental summons, disciplinary points, and psychological assistance	Objection and threats	The guidance and counseling teacher and student affairs personnel felt threatened

Note: The number of incidents (event count) represents the frequency of recorded events and is not equivalent to the number of unique students. The percentages of 75.0%, 21.7%, 2.9%, and 0.1% for each of the remaining categories are calculated against the total of 904 recorded incidents. Meanwhile, the percentages of 24.5% and 14.4% represent the proportions of unique students relative to the total student population of 257. The sum of all disciplinary categories is consistent with the total of 904 incidents.

Of the 904 recorded incidents, late arrivals and failure to complete assignments accounted for 96.7% of all disciplinary records. Both categories involved recurring violations and were predominantly handled without any recorded conflict. This pattern is significant because it demonstrates that the volume of disciplinary incidents is not a direct proxy for the level of teacher protection risk. A high event count primarily reflects routine disciplinary matters rather than the

frequency of disputes. Conversely, two incidents, which constituted only a very small proportion of all recorded events, generated the most substantial impacts on teachers' sense of security because they were accompanied by parental objections or threats. Accordingly, the principal finding is not that the school experienced a high number of disciplinary violations, but that teacher protection risks emerged disproportionately in particular cases when conflict intensity increased and institutional response mechanisms were insufficiently prepared. Conceptually, teacher protection risks therefore need to be understood through the combined dimensions of incident frequency, conflict intensity, parental responses, and the school's institutional capacity.

The predominance of interventions involving warnings, disciplinary points, educational guidance, counseling, mediation, parental involvement, and psychological assistance indicates an orientation more closely aligned with educational discipline than punitive practices. This distinction is important from a legal perspective because the legitimacy of teachers' disciplinary actions is determined not merely by the existence of authority to discipline students, but also by their educational purpose, proportionality, respect for students' dignity, procedural consistency, and the school's capacity to account for the actions taken.[12] Within this framework, pedagogical interventions become part of teacher protection when their legal basis, implementation process, documentation, and institutional support can be adequately traced and demonstrated.

Implementation of Legal Protection: Strengths and Gaps

The findings indicate that SD X has established a foundation for preventive, administrative, and institutional protection through written school regulations, a point-based disciplinary system, case documentation, counseling, mediation, parental summons, and the involvement of the school principal. These mechanisms reduce the extent to which disciplinary actions depend entirely on individual teachers' discretion. Nevertheless, the existence of pedagogical and administrative instruments does not automatically guarantee legal protection. Their protective value emerges when procedures are implemented consistently, supporting evidence is available, the authority of institutional actors is clearly defined, and the school is capable of providing support when teachers' actions are challenged.

This distinction is essential to avoid conflating the management of student behavior with the protection of teachers' professional rights. Counseling, warnings, disciplinary points, and psychological assistance are primarily intended to improve student behavior. For teachers, these instruments acquire a protective function only when they form part of an institutional governance system that is properly documented and open to scrutiny. The findings at SD X demonstrate that preventive mechanisms are relatively well established, whereas responsive protection when objections, intimidation, or threats arise remains dependent on particular individuals and is not yet

[12] Ijaz et al., "Disciplinary Behaviour Management Strategies in Schools and Their Impact on Student Psychosocial Outcomes: A Systematic Review"; Colleen Lloyd Eddy et al., "Positive Student-Teacher Relationships and Exclusionary Discipline Practices," *Journal of School Psychology*, 105 (2024), hal. 101314, doi:10.1016/j.jsp.2024.101314.

supported by standardized procedures. This is where the gap between legal protection as a normative guarantee and protection as an institutional capacity becomes apparent.

From a normative legal perspective, Article 39 of Government Regulation No. 74 of 2008 provides teachers with the authority to issue reprimands, warnings, or educational sanctions against students who violate school norms and regulations. This authority is conditional upon compliance with educational principles, the teachers' code of ethics, and applicable legislation. At the same time, Article 39 of Law No. 14 of 2005 requires the protection of teachers against threats, intimidation, discriminatory actions, and unfair treatment. These two provisions must be interpreted together: teacher protection operates when disciplinary actions remain within the boundaries of educational principles and the law, while child protection constitutes a substantive limitation preventing such authority from becoming arbitrary or abusive.

This orientation is consistent with developments in international scholarship that have increasingly shifted disciplinary approaches away from punitive logic toward more preventive, relational, and proportionate strategies. Studies on restorative practices indicate that relational approaches can support a positive school climate and reduce reliance on exclusionary disciplinary measures. However, their implementation requires leadership support, policy consistency, and adequate institutional and teacher capacity.[13] Accordingly, the findings at SD X should not be interpreted merely in terms of the availability of mediation or counseling. More importantly, the question is whether these mechanisms are incorporated into procedures that preserve students' dignity while providing teachers with legal and institutional certainty when parental objections arise.[14]

The research data indicate that the existing protection mechanisms have not fully translated into a sense of security for teachers. The two incidents involving parental objections and threats illustrate a *low-frequency, high-impact* pattern: although the number of cases was small, their consequences for teachers' sense of security were considerably greater than those associated with hundreds of routine disciplinary incidents. This finding extends the understanding of legal protection beyond the mere existence of regulations to the organizational capacity to respond to escalating conflicts. When clear procedures for complaints, assistance, and referrals are absent, teachers face uncertainty regarding which institutional actors should take responsibility for a case, what evidence must be prepared, and what forms of support are available. Therefore, teacher protection risks cannot be measured solely by the number of student violations but must also consider the possibility that an incident may escalate into a conflict and the institution's capacity to manage that escalation.

[13] Moran et al., "Exploring Restorative Practices: Teachers' Experiences with Early Adolescents"; Lodi et al., "Use of Restorative Justice and Restorative Practices at School: A Systematic Literature Review."
[14] Chrysa Keung dan Anna Chan, "Turning Conflicts into Opportunities? Kindergarten Teachers' Perspectives on Collaboration with Parents of Vulnerable Children," *International Journal of Educational Research*, 133 (2025), hal. 102681, doi:10.1016/j.ijer.2025.102681.

The interview notes further reinforce this pattern. The school principal explained that when parents raise objections, the school initially conducts clarification and brings the relevant parties together, ensuring that the resolution process does not begin by assigning blame to any particular party (KS). The classroom teacher reported experiencing hesitation when issuing reprimands due to concerns about possible parental objections, making adherence to school procedures important to ensure that disciplinary interventions remain measurable and accountable (GK). The guidance and counseling teacher described disciplinary handling as a gradual process beginning with warnings and recording in the student discipline logbook, followed by parental summons and counseling, with the involvement of a psychological team when necessary (GBK). Meanwhile, the vice principal for student affairs emphasized that when teachers' actions are challenged, the case is discussed collectively within the school so that teachers are not left to confront the problem individually and the resulting decisions become an institutional responsibility (WKS). Since the interviews were not audio-recorded, these findings are presented as paraphrases of the interview notes rather than verbatim quotations.[15]

These findings reinforce national studies indicating a gap between normative guarantees of teacher protection and the mechanisms available when teachers face complaints. However, the present study demonstrates empirically that this gap does not necessarily emerge in the categories of disciplinary violations that occur most frequently. Instead, it becomes more apparent in particular incidents that trigger escalating tensions between schools and parents. International scholarship on family-school relationships also emphasizes that the quality of communication and trust between parents and teachers influences a school's ability to address student behavioral problems. Consequently, communication procedures cannot be separated from the institutional architecture of teacher protection. Institutional support must therefore be available before conflicts develop into personal disputes between teachers and parents.[16]

From the perspective of Philipus M. Hadjon's theory of legal protection, school regulations, the dissemination of rules, documentation, communication with parents, and gradual educational interventions can be categorized as forms of preventive legal protection because they function to reduce the likelihood of disputes. Nevertheless, the findings indicate that preventive and repressive protection must be translated into more operational mechanisms at the school level. Preventive protection requires clear procedures, whereas protection following the emergence of conflict requires institutional authority, professional support, and accessible dispute-resolution channels. These considerations provide the basis for deriving five dimensions of the proposed model. The preventive dimension addresses the need to prevent conflicts; the procedural dimension ensures the

[15] Gusfira, "Perlindungan Hukum Terhadap Guru Dalam Melakukan Penegakan Disiplin Terhadap Siswa Di Sekolah"; Pratama, Budoyo, dan Maretasari, "Perlindungan Hukum Bagi Guru Dalam Menjalankan Tugas Profesionalnya Terkait Dengan Penerapan Punishment Untuk Mendisiplinkan Siswa"; Bayu, Farizi, dan Efritadewi, "Implementasi Aturan Guru Yang Mendisiplinkan Murid."
[16] Philipus M Hadjon, *Perlindungan Hukum bagi Rakyat di Indonesia: Sebuah Studi tentang Prinsip-Prinsipnya, Penanganannya oleh Pengadilan dalam Lingkungan Peradilan Umum dan Pembentukan Peradilan Administrasi Negara* (Bina Ilmu, 1987).

traceability of disciplinary actions; the institutional dimension identifies responsible actors and response mechanisms; the professional dimension addresses teachers' needs for assistance; and the restorative-oriented dimension addresses the resolution of conflicts without disregarding the rights of either students or teachers.[17]

The identified gap acquires more specific legal implications following the enactment of Minister of Primary and Secondary Education Regulation No. 4 of 2026. This regulation provides forms of protection through legal consultation, mediation, the fulfillment or restoration of rights, and assistance in obtaining legal counsel. It also establishes Protection Task Forces as coordination mechanisms at the levels specified by the regulation. Accordingly, the absence of internal procedures for receiving complaints, assessing assistance needs, securing documentation, and initiating referrals indicates that the primary problem at SD X is not the absence of legal norms, but rather the insufficient translation of those norms into organizational capacities that teachers can readily access when conflicts arise.

At the same time, teacher protection must not diminish students' rights to a safe, dignified, and violence-free educational environment. Minister of Primary and Secondary Education Regulation No. 6 of 2026 places psychological well-being, physical protection, mutually respectful relationships, and collaborative approaches to handling violations at the center of a safe and comfortable school culture. This framework rules out any interpretation of professional protection as immunity from the evaluation of teachers' actions. Instead, balanced protection requires disciplinary interventions to remain educational and subject to scrutiny, while ensuring that teachers are not left without institutional support when they encounter threats or unfair treatment after carrying out legitimate professional duties.

Thus, the implementation of legal protection at SD X can be understood as a system with an established preventive foundation but incomplete mechanisms for addressing the escalation of conflicts. The principal gap does not lie solely in the lack of regulations, but in the insufficient integration of documentation, complaint channels, leadership support, access to professional organizations, Protection Task Force mechanisms, and dispute-resolution procedures into a coherent and operational system. The following matrix demonstrates the traceability between empirical evidence, emerging legal issues, normative foundations, and the proposed model components. This distinction also clarifies which elements constitute empirical findings and which represent normative recommendations.

[17] Amy Hanna, "When School Discipline Meets Children's Rights: A Systematic Literature Review of Tensions and Conflicts in the International Literature," *International Journal of Educational Research Open*, 9 (2025), hal. 100506, doi:10.1016/j.ijedro.2025.100506.

Table 4. Traceability Matrix of Empirical Evidence, Legal Issues, and Proposed Model Components

Empirical Evidence	Source	Legal Gap/Issue	Normative Basis (2026)	Proposed Model Component
School regulations and the point-based system have been disseminated	KS, WKS, school documents	Not all regulations have been translated into complaint-handling SOPs	Minister of Primary and Secondary Education Regulation No. 6 of 2026, Articles 11–13	Preventive and procedural
Most disciplinary violations are resolved through educational interventions	Records of 904 incidents, GK	Good practices have not been uniformly documented	Minister of Primary and Secondary Education Regulation No. 6 of 2026, Articles 19 and 23	Procedural and restorative-oriented
Two cases generated parental objections or threats	GK, GBK, WKS	Teachers lack a clear protection pathway when facing intimidation	Minister of Primary and Secondary Education Regulation No. 4 of 2026, Articles 5, 12, 14, and 18	Professional and institutional
Conflict resolution depends on the school principal or guidance and counseling teacher	KS, GBK	Dependence on particular individuals; absence of a focal point and external referral mechanism	Minister of Primary and Secondary Education Regulation No. 4 of 2026, Articles 19–20	Institutional
Initial case records contain excessive details	Case documents	Risk of identifying children and families	Minister of Primary and Secondary Education Regulation No. 6 of 2026, Article 7; Law No. 27 of 2022	Procedural: data minimization and confidentiality
Mediation has been used but lacks standardized stages	KS, GBK	Agreements and restorative outcomes are not consistently documented	Minister of Primary and Secondary Education Regulation No. 4 of 2026, Article 18; Minister of Primary and Secondary Education Regulation No. 6 of 2026, Article 23	Restorative-oriented

Proposed Conceptual Model of Legal Protection for Teachers

The five-dimensional model is derived from the patterns identified in the traceability matrix rather than from an assumption that every school must adopt an identical institutional structure. These dimensions emerge from five distinct but interconnected needs: preventing conflicts before they occur, ensuring that disciplinary actions can be traced, identifying responsible actors when conflicts escalate, providing professional assistance to teachers, and restoring relationships when disputes remain amenable to collaborative resolution. Accordingly, the model is positioned as a conceptual contribution derived from the SD X case and the applicable legal framework, rather than as a model that has already been empirically proven effective or can be generalized without further validation.

The relationships among the five dimensions are sequential but not entirely linear. Preventive and procedural protection operate from the moment disciplinary actions are undertaken. When objections arise, the institutional dimension determines which actors assume responsibility and where cases should be referred, while professional protection provides teachers with administrative, legal, and psychological assistance. When the nature of a dispute permits collaborative resolution, restorative-oriented mechanisms are employed to address the impact, responsibility, agreements, and restoration of relationships. However, where there are indications of legal violations or risks that cannot be resolved at the school level, these mechanisms do not replace referrals to the competent authorities.

1. Preventive Protection

The preventive dimension is derived from the finding that school regulations, the point-based disciplinary system, the dissemination of rules, and educational interventions have become the foundation of everyday disciplinary management. Its function is not limited to preventing student violations but also includes reducing the likelihood of disputes by establishing clear expectations for students, teachers, and parents. The proposed strengthening measures include the dissemination of disciplinary procedures, positive discipline practices, early communication with families, and early detection of cases with the potential to escalate.

2. Procedural Protection

Procedural protection emerges from the need to ensure that every disciplinary action can be traced and held accountable. Documentation does not merely function as a means of defending teachers; it also serves as a mechanism for ensuring accountability toward students. Standard operating procedures (SOPs), case logbooks, records of educational interventions, documentation of communication with parents, complaint classifications, response time limits, and data confidentiality are essential to ensure that decisions do not depend solely on personal recollection or individual relationships when disputes arise.

3. Institutional Protection

Institutional protection is derived from the finding that conflict resolution at SD X remains dependent on the school principal or guidance and counseling teacher. Such dependence on

particular individuals may result in inconsistent responses when those individuals are unavailable or when conflicts exceed the school's internal capacity. Therefore, the model proposes the establishment of a focal point or school response team responsible for receiving escalated cases, securing documentation, coordinating communication, and determining the need for referrals to foundations, school committees, professional organizations, Protection Task Forces, or other institutions according to their respective authorities. The specific organizational arrangement should be adapted to the structure and applicable regulations governing each educational institution.

4. Professional Protection

Professional protection is distinguished from institutional protection because its primary focus is the needs of teachers following threats, intimidation, complaints, or pressure arising from the performance of their professional duties. Its possible forms include administrative assistance from school leadership, access to professional organizations, legal consultation, assistance in obtaining legal counsel in accordance with applicable provisions, psychological support, and the restoration of rights. This dimension nevertheless requires teachers' actions to remain within the boundaries of educational principles, professional codes of ethics, and the law. Therefore, professional protection should not be equated with immunity.

5. Restorative-Oriented Dispute Resolution

The fifth dimension employs the term *restorative-oriented dispute resolution* rather than claiming that the practices already implemented at SD X constitute a complete form of restorative justice. This terminology reflects the limited evidence concerning the implementation of formal restorative procedures in the research data. The restorative orientation refers to the use of dialogue, mediation, acknowledgment of harm, responsibility, written agreements, relationship restoration, and follow-up monitoring when the nature of a case permits such an approach. The literature on restorative practices emphasizes that restorative approaches are relational in nature and require support from the broader school system rather than merely an isolated mediation meeting. Accordingly, this mechanism is positioned as an alternative that complements, rather than replaces, referral or legal procedures when a case requires intervention by other competent authorities.[18]

[18] Lodi et al., "Use of Restorative Justice and Restorative Practices at School: A Systematic Literature Review"; Moran et al., "Exploring Restorative Practices: Teachers' Experiences with Early Adolescents"; Keung dan Chan, "Turning Conflicts into Opportunities? Kindergarten Teachers' Perspectives on Collaboration with Parents of Vulnerable Children."

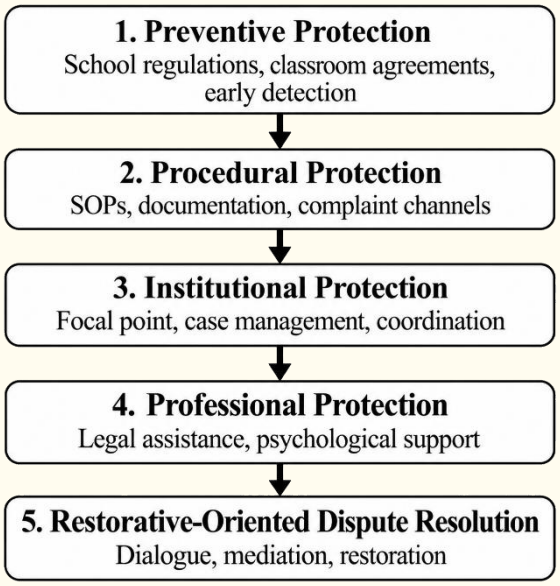


Figure 1. Proposed Conceptual Model of Legal Protection for Teachers

Overall, the proposed model explains the gap between *das sollen* and *das sein* through a framework that is traceable to the empirical evidence. The novelty of the model does not lie in its individual components, since prevention, documentation, assistance, and mediation are already recognized in existing protection practices. Rather, its conceptual contribution lies in connecting these components to the specific types of institutional gaps identified at the school level and advancing the proposition that teacher protection risks do not necessarily increase in proportion to the frequency of disciplinary violations. The model nevertheless requires further validation involving teachers, parents, school administrators, professional organizations, and relevant protection stakeholders before its feasibility and effectiveness can be established.

Conclusion

This study demonstrates that legal protection for teachers at SD X has an established preventive foundation through school regulations, a point-based disciplinary system, educational interventions, basic documentation, counseling, mediation, and leadership support. However, these mechanisms have not yet been fully developed into a responsive protection system when disciplinary actions escalate into conflicts with parents. The most significant finding is that a high frequency of disciplinary violations does not necessarily correspond to a high level of teacher protection risk. The majority of the 904 recorded incidents were handled without documented conflicts, whereas two incidents with very low frequencies generated more substantial impacts on teachers' sense of security. Accordingly, teacher protection risks should be understood in terms of conflict intensity, parental responses, and institutional capacity rather than the number of disciplinary incidents alone.

As its conceptual contribution, this study proposes a five-dimensional model comprising preventive protection, procedural protection, institutional protection, professional protection, and restorative-oriented dispute resolution. Each dimension is derived from the relationship between

empirical evidence, identified protection gaps, and normative legal foundations, thereby maintaining a clear distinction between research findings and policy recommendations. Practically, the model provides guidance for schools in developing integrated mechanisms for documentation, complaint handling, professional assistance, referrals, and dispute resolution without compromising children's rights. Nevertheless, the findings remain context-specific, as they are based on a single school and four key informants, while the proposed model has not yet undergone stakeholder validation or implementation testing. Future research should examine the model across a wider range of educational institutions, incorporate broader perspectives from teachers, parents, and relevant protection stakeholders, and assess how each dimension operates across different types of conflict.

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