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The Role of Law in Protecting Teachers in Islamic Education

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Abstract: *This study examines the role of law in protecting teachers in Islamic education through a normative juridical perspective. The study aims to analyze the legal position and professional rights of teachers, identify the scope of teacher protection, and examine its relevance to the implementation of Islamic education. This study employs library research by examining primary legal sources, including Indonesian laws and regulations concerning teachers and educational personnel, as well as relevant secondary sources from scholarly literature. Data were collected through systematic identification and documentation of relevant legal and academic sources and analyzed using content analysis through classification, comparison, and interpretation. The findings indicate that teacher protection encompasses four interconnected dimensions: legal protection, professional protection, occupational safety and health, and intellectual property protection. These dimensions provide teachers with legal certainty, professional security, and institutional support in carrying out their responsibilities. From the perspective of Islamic education, teacher protection is also connected to ethical and normative objectives reflected in maqāṣid al-sharī'ah. The study proposes a conceptual framework positioning law as a normative foundation that connects teachers' professional rights and authority with comprehensive protection, professional sustainability, and the strengthening of Islamic education.*
Keywords*: teacher protection, education law, Islamic education, professional rights, maqāṣid al-sharī'ah*

INTRODUCTION

Teachers occupy a strategic position within the education system because the quality of learning is closely associated with their competence, professional responsibility, and working conditions. Within the Indonesian education system, teachers are recognized as professional educators responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students. This professional status entails specific rights and responsibilities that require legal protection. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen provides the legal foundation for the status, rights, obligations, and protection of teachers (Pemerintah Republik Indonesia, 2005).

Teacher protection has become increasingly important because professional duties are performed within complex educational environments. In classroom instruction, classroom

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management, disciplinary practices, and interactions with students and parents, teachers may encounter various conflicts and legal risks. Previous studies have shown that disciplinary actions toward students may give rise to legal issues when they are perceived as exceeding teachers' professional authority (Budoyo et al., 2024; Pratama et al., 2025). Therefore, legal protection is necessary to provide clarity regarding teachers' authority and responsibilities in carrying out their professional duties.

Teacher protection has been regulated through several legal instruments, including Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen, Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru, and Peraturan Pemerintah Nomor 19 Tahun 2017 tentang Perubahan atas Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru (Pemerintah Republik Indonesia, 2005, 2008, 2017). More recently, Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 4 Tahun 2026 tentang Perlindungan bagi Pendidik dan Tenaga Kependidikan has expanded the regulatory framework for teacher protection. The regulation covers legal protection, professional protection, occupational safety and health, and intellectual property rights (Kementerian Pendidikan Dasar dan Menengah Republik Indonesia, 2026). This regulatory development indicates a continuing strengthening of the legal framework for teacher protection.

In Islamic education, teacher protection is particularly significant because teachers perform not only academic functions but also contribute to the development of students' morality, character, and Islamic values (Darmawan & Al Mu'allif, 2025). Such responsibilities require a professional environment that provides security and legal certainty. From an Islamic perspective, the protection of educators can be associated with the principles of maqāṣid al-sharī'ah, particularly the protection of human dignity, intellect, and welfare. Ulum (2023) demonstrates that the legal protection of educators can be examined through the perspective of maqāṣid al-sharī'ah, thereby providing a basis for connecting positive law with Islamic values in discussions of teacher protection.

Previous studies have examined teacher legal protection from several perspectives. Ulum (2023) analyzed teacher protection based on maqāṣid al-sharī'ah, while Budoyo et al. (2024) examined legal protection against the criminalization of teachers in the implementation of student discipline. Pratama et al. (2025) further examined the legal protection of teachers in applying

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punishment as a means of maintaining student discipline. Meanwhile, Abdullah et al. (2026) discussed teacher protection under Article 39 of Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen in relation to Islamic education. These studies indicate that teacher protection has received growing academic attention from legal and educational perspectives.

Nevertheless, previous studies have tended to focus on particular legal provisions or specific forms of teacher protection. The recent development of Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 4 Tahun 2026 tentang Perlindungan bagi Pendidik dan Tenaga Kependidikan provides an opportunity to examine teacher protection more comprehensively. The regulation addresses not only legal protection but also professional protection, occupational safety and health, and intellectual property rights. Accordingly, further analysis is needed to connect this regulatory development with the context of Islamic education so that the role of law in safeguarding teachers' professional rights and security can be understood more comprehensively.

Based on this background, this study aims to analyze the role of law in protecting teachers in Islamic education through a library research approach. The analysis focuses on three aspects: (1) the status and rights of teachers within the framework of Indonesian education law; (2) the forms of legal protection available to teachers; and (3) the relevance of such protection to the provision of Islamic education. This study is expected to contribute to a broader understanding of teacher protection as part of professional governance while supporting the provision of Islamic education that is safe, equitable, and grounded in legal certainty.

METHOD

This study employs a library research approach with a normative juridical perspective, focusing on laws, regulations, and scholarly literature concerning the legal protection of teachers in Islamic education. This approach enables the identification, comparison, and interpretation of written sources to examine teachers' legal status, rights, and forms of protection (Snyder, 2019(Hariani, P. E., & Jabbar, 2026).

The data sources comprise primary legal and secondary sources. Primary sources include Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Undang-Undang

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Nomor 14 Tahun 2005 tentang Guru dan Dosen, Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru, Peraturan Pemerintah Nomor 19 Tahun 2017 tentang Perubahan atas Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru, and Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 4 Tahun 2026 tentang Perlindungan bagi Pendidik dan Tenaga Kependidikan. Secondary sources include scholarly journal articles, academic books, and research studies addressing education law, teacher protection, teacher professionalism, and Islamic education.

Data were collected through document analysis and literature searches using academic databases and official legal sources. Literature was selected based on its relevance to teacher legal protection, professional rights and obligations, education regulations, and Islamic perspectives on educator protection, with scholarly publications from 2020–2026 prioritized. The data were analyzed using content analysis, following Krippendorff's (2019) methodological framework, through the processes of identifying, classifying, comparing, and interpreting relevant textual information. Legal provisions were examined in relation to arguments and findings in scholarly literature and subsequently interpreted within the context of Islamic education.

The trustworthiness of the analysis was maintained through source triangulation by comparing legislation, scholarly journal articles, and academic literature. Official legal sources were prioritized to ensure that the analysis was based on verifiable regulations. This process enabled the conclusions to be developed through systematic comparison and interpretation of multiple relevant sources rather than relying on a single document or perspective.

RESULT AND DISCUSSION

1. The Position and Rights of Teachers within the Indonesian Education Law Framework

Teachers constitute a profession that requires specialized knowledge, professional responsibility, and sufficient space to exercise pedagogical judgment in carrying out their duties. Literature on teacher professionalization indicates that autonomy in decision-making is an important aspect of teachers' professional status. Tanchuk (2024) positions teachers' contextual knowledge as a basis for recognizing professional autonomy, while cross-national research shows that teacher professionalization encompasses several dimensions, including autonomy in teaching and school-level decision-making (Tanchuk, 2024; van der Lans et al., 2025). Thus, teachers'

professional status is not limited to formal qualifications but also involves recognition of their expertise and professional authority in performing educational tasks.

In Indonesia, such recognition is normatively grounded in Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen, which positions teachers as professional educators. However, professional status does not automatically guarantee sufficient professional space for teachers. Research on changes in school governance across countries indicates a tendency for decision-making authority to shift from teachers toward governments and school leaders, particularly in curriculum and instructional matters. This shift demonstrates that teacher professionalism is closely related to the extent to which institutional environments provide teachers with space to exercise their professional competence and judgment (Wermke et al., 2018). Therefore, teacher protection should be understood not only as protection in cases of legal disputes but also as an institutional condition that enables professional authority to be exercised responsibly.

The Job Demands–Resources (JD-R) perspective provides an additional explanation of the importance of working conditions in supporting teacher professionalism. Job resources, such as organizational support, social support, autonomy, and positive working relationships, can help teachers cope with job demands while supporting their well-being and work engagement. Skaalvik and Skaalvik (2018) demonstrate that perceptions of job demands and job resources are associated with teachers' well-being, motivation, and engagement. More recent meta-analytic evidence also indicates a positive relationship between job resources and teacher well-being, based on a synthesis of 58 articles and 494 effect sizes (Li et al., 2025). From this perspective, teachers' rights and protection can be understood as part of an institutional environment that provides resources enabling teachers to meet their professional demands.

Such protection becomes increasingly important because teachers perform their duties in environments characterized by various demands and potential conflicts. Research on teacher protection in Indonesia indicates that teachers may encounter legal problems when carrying out disciplinary functions, particularly when educational actions are perceived as violations of the law (Budoyo et al., 2024). This condition highlights the need to establish a balance between teachers' authority, the protection of students' rights, and clarity regarding the boundaries of professional action. Thus, teachers' rights concern not only material welfare but also certainty regarding

professional authority, institutional support, and protection when carrying out their responsibilities appropriately.

From the perspective of Islamic education, the professional position of teachers has a broader dimension because educational responsibilities extend beyond knowledge transmission to the formation of students' values, morality, and character. Therefore, teacher protection can be positioned as part of creating an educational environment in which pedagogical and moral responsibilities can be performed safely and responsibly. Within this framework, law functions not only as an instrument for resolving violations but also as a mechanism for providing certainty regarding teachers' rights, authority, and responsibilities. Legal protection therefore constitutes an institutional element that supports the continuity of teacher professionalism in Islamic education.

2. The Scope of Legal Protection for Teachers

The review indicates that teacher protection is multidimensional, encompassing legal protection, professional protection, occupational safety and health, and intellectual property rights. These forms of protection do not function only when teachers encounter legal problems but also provide conditions that enable professional authority to be exercised safely and responsibly. A systematic review of teacher protection laws indicates that a comprehensive protection framework should address physical safety, professional authority, complaint-handling procedures, institutional responsibility, and mechanisms for remedy when teachers face work-related risks (AlHattab & Alazmi, 2026).

Professional protection concerns decision-making space, recognition of competence, and institutional support for teachers' work. Cross-national research indicates that professionalism is an important predictor of teacher autonomy in teaching (Lin & Gao, 2023). At the same time, autonomy cannot be separated from leadership and school climate, as institutional environments shape the space available for teachers' professional decision-making (Gawne, 2023). Accordingly, professional protection should not be understood merely as an individual right but also as an organizational condition that enables teachers to exercise their competence and professional judgment.

Occupational safety and health broaden the meaning of protection to include teachers' physical and psychological working conditions. Wang (2024) shows that workload, organizational

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support, and work engagement are associated with teachers' psychological well-being. Meanwhile, protection of intellectual property provides recognition of teachers' professional products, including teaching materials and educational innovations. In the Indonesian context, research on teacher protection mechanisms also indicates that understanding of legal protection, professional protection, occupational safety and health, and intellectual property rights needs to be strengthened through institutional support.

Table 1. Synthesis of the Scope of Teacher Protection

Dimension	Protection Focus	Implications for Teachers
Legal protection	Rights, authority, procedures, and legal assistance	Certainty in carrying out professional duties
Professional protection	Autonomy, competence, and professional dignity	Strengthening of professional authority
Occupational safety and health	Physical and psychological safety	Sustainability of working conditions
Intellectual property	Educational works and learning innovations	Recognition of intellectual contributions

Source: Authors' synthesis based on AlHattab and Alazmi (2026), Lin and Gao (2023), Gawne (2023), Wang (2024), and Purnama et al. (2024).

These four dimensions indicate that teacher protection constitutes an integrated framework linking legal certainty, professional capacity, workplace safety, and recognition of intellectual contributions. In Islamic education, this framework is particularly relevant because teachers carry both academic responsibilities and responsibilities for developing students' values and character. Therefore, legal protection should not be positioned merely as a mechanism for addressing violations but as part of institutional governance that creates conditions for teachers to perform their educational responsibilities professionally, safely, and responsibly.

3. Teacher Protection against Risks in Professional Practice

Teachers perform their professional duties in working environments where various risks may arise from students, parents, and the broader social environment. Berkowitz et al. (2022) show that teacher safety and workplace victimization are influenced by individual factors, social relationships, school climate, policies, and the surrounding community. These risks indicate that

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teacher protection cannot be treated solely as an individual matter but requires institutional support and a safe working environment.

Professional risks have also expanded through digital interactions. Cowen Forssell et al. (2024) found that teachers may experience cyber mistreatment from parents, members of the public, and students, including aggressive messages or emails, discussions on social media, and the recording of teachers while teaching. These findings indicate that risks to teachers increasingly extend from the physical school environment to digital spaces, where teachers may have limited capacity to respond.

Based on these findings, teacher protection needs to address both risk prevention and response mechanisms when risks occur. Protection does not imply reducing teacher accountability; rather, it creates conditions in which teachers can exercise their professional authority safely, while disputes and complaints are addressed through clear and proportionate procedures.

Table 2. Risks in Professional Practice and Protection Needs

Form of Risk	Source of Risk	Protection Needs
Victimization in the school environment	Students and the working environment	Safety and institutional support
Conflict with parents/community members	External school relationships	Communication and conflict-resolution mechanisms
Cyber mistreatment	Social media and digital communication	Protection and digital response procedures
Workplace pressure	Organizational and social factors	Clear policies and support systems

Source: Authors' synthesis based on Berkowitz et al. (2022) and Cowen Forssell et al. (2024)

Thus, risks arising from professional practice demonstrate that teacher protection should be understood as an institutional mechanism that is preventive, responsive, and proportionate. In Islamic education, this approach is important to ensure that teachers can exercise their educational authority within an environment that upholds safety, dignity, and professional responsibility. Legal

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protection therefore concerns not only the resolution of disputes but also the creation of educational conditions that enable teachers to perform their duties safely and sustainably.

4. Teacher Protection from the Perspective of Islamic Education

Teacher protection in Islamic education concerns not only the fulfillment of legal rights but also the continuity of an educational process grounded in moral and religious values. Teachers are responsible for transmitting knowledge while contributing to students' character formation; therefore, safe, dignified, and supportive working conditions are an important component of Islamic education. The perspective of maqāṣid al-sharī'ah further strengthens this understanding by connecting teacher protection with the objectives of preserving religion, life, intellect, progeny, and property within the educational process (Rudiansyah & Jaya, 2024).

Within this framework, *ḥifẓ al-nafs* can be associated with teachers' safety and security, while *ḥifẓ al-'aql* relates to intellectual and professional development. *Ḥifẓ al-dīn* provides an orientation for the implementation of education based on Islamic values, while *ḥifẓ al-māl* concerns the material conditions that support the sustainability of the teaching profession. The *maqāṣid al-sharī'ah* approach can also be applied to teacher management through recruitment, professional development, performance evaluation, and the development of an institutional culture that considers teachers' intellectual, moral, spiritual, and social dimensions (Misbah & Dahri, 2026).

Thus, teacher protection in Islamic education encompasses two complementary dimensions: protection as a professional right and protection as part of achieving the objectives of Islamic education. Law provides certainty and security in the performance of professional duties, while Islamic values provide moral orientation for the exercise of teachers' authority and responsibilities. Protection therefore constitutes a condition that enables teachers to fulfill their educational responsibilities professionally, ethically, and with dignity.

5. The Role of Law in Strengthening Teacher Professionalism in Islamic Education

Legal protection provides a framework that establishes certainty regarding teachers' rights, authority, security, and responsibilities in carrying out their professional duties. Institutional support and adequate working conditions also contribute to strengthening teacher professionalism; therefore, protection should be positioned as part of educational governance rather than merely as

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a mechanism for resolving conflicts (Ulfah et al., 2024). Regulations should also provide space for professional discretion, allowing teachers to make decisions according to the context of learning while remaining within the boundaries of professional accountability (Karseth & Møller, 2020). Based on this synthesis, the role of law can be understood as a normative framework connecting teachers' professional rights and authority with various forms of protection and the sustainability of their professional roles. This conceptual relationship is summarized in Figure 1.

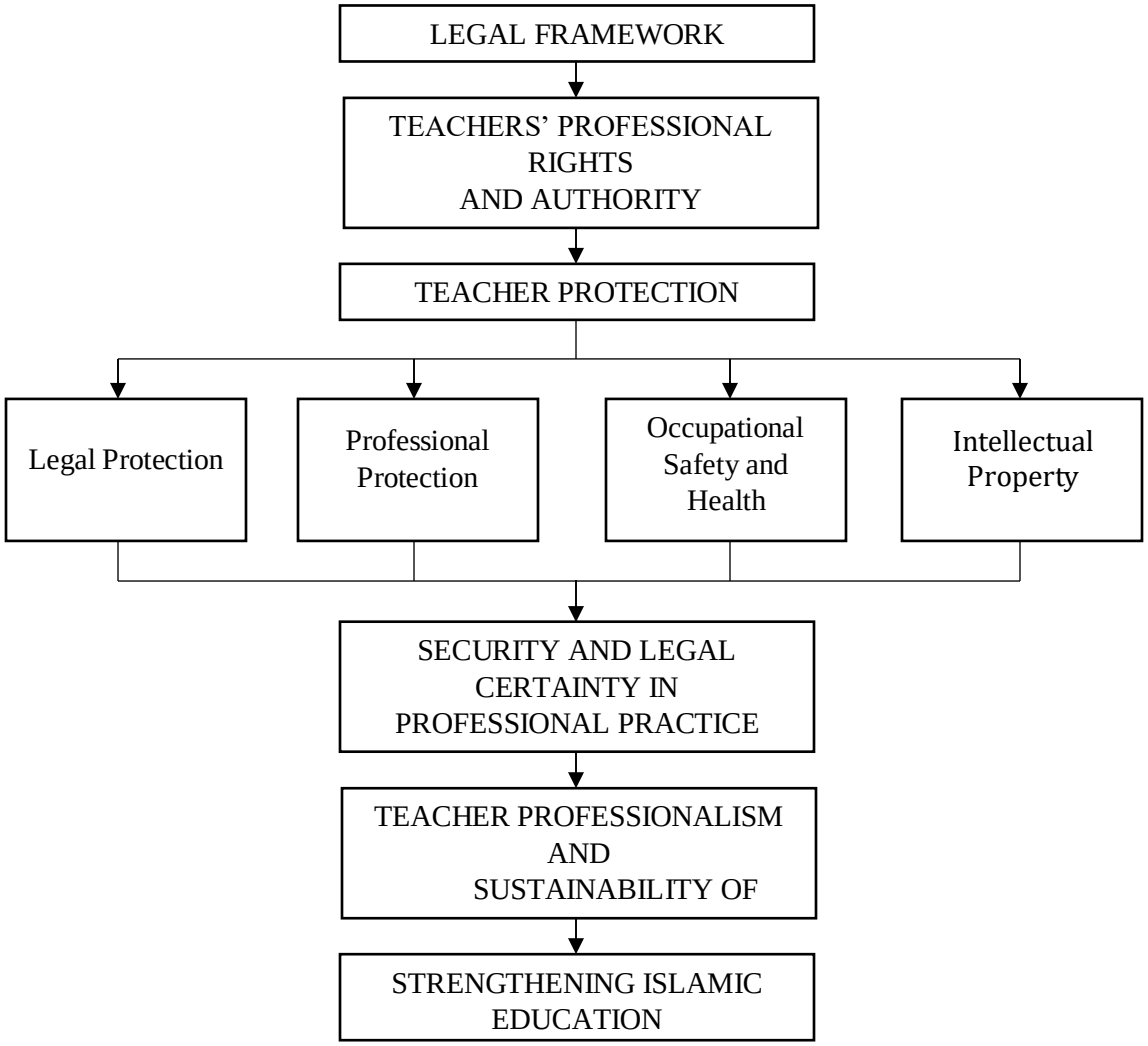

Figure 2. Conceptual Framework of the Role of Law in Teacher Protection in Islamic Education

Figure 2 illustrates teacher protection as part of a conceptual sequence beginning with the legal framework and teachers' professional rights. The four dimensions of protection—legal

protection, professional protection, occupational safety and health, and intellectual property—are viewed as complementary elements that contribute to teachers' security and legal certainty. These conditions provide a foundation for the sustainability of teachers' professional roles and the strengthening of Islamic education. The model is conceptual-normative; therefore, the relationships among its components are not intended to represent causal relationships tested empirically.

CONCLUSION

The analysis shows that law plays a strategic role in protecting teachers in Islamic education by establishing a normative framework for professional rights, authority, security, and responsibility. Teacher protection extends beyond legal safeguards to include professional protection, occupational safety and health, and intellectual property protection. These dimensions provide the institutional conditions necessary for teachers to perform their professional responsibilities with greater security and legal certainty.

From the perspective of Islamic education, teacher protection is also connected to the broader objectives of education and maqāṣid al-sharī'ah. Legal protection provides certainty in professional practice, while Islamic values provide an ethical orientation for exercising authority and fulfilling educational responsibilities. The integration of these dimensions positions teacher protection not merely as a mechanism for responding to disputes, but as part of a broader framework for sustaining teacher professionalism and the quality of Islamic education.

Conceptually, the study positions law as a normative foundation linking teachers' professional rights and authority with comprehensive forms of protection, which in turn support security, professional continuity, and the strengthening of Islamic education. As a library-based normative study, this framework does not establish empirical causal relationships; rather, it offers a conceptual basis for understanding how legal protection can be positioned within the governance of teachers in Islamic education. Future empirical research can examine how this normative framework is implemented across different Islamic educational institutions and contexts.

Conflict of Interest

The author declares no conflict of interest.

Generative AI Statement

The author declares that no generative artificial intelligence (AI) tools were used in the preparation, writing, or editing of this manuscript.

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