

Strengthening legal protection for teachers and its implications for Islamic education in Indonesia: An analytical review of article 39 of law no. 14

Abdullah*, Ita Tryas Nur Rochbani, Sumianti

Sekolah Tinggi Agama Islam Ibnu Sina Batam, Indonesia

*aa0165620@gmail.com

Abstract

Law Number 14 of 2005 concerning Teachers and Lecturers affirms the position of teachers as professionals who have a strategic role in the implementation of national education. Article 39 of the law regulates the development and development of the teaching profession as an effort to strengthen the competence, professionalism, and welfare of teachers in a sustainable manner. This research aims to analyze the substance of Article 39 of Law Number 14 of 2005 and examine its implications for Islamic education. The method used is library research in the sense of research that the data collection process uses a data collection approach used through literature study techniques by collecting, analyzing, and synthesizing various relevant literature, including books, scientific journals, articles. The results of the study show that the strengthening of the teacher profession through coaching, competency development, and professional protection has a strong relevance to Islamic educational values, such as trust, professionalism, and moral responsibility in the educational process. The implications of strengthening the teaching profession on Islamic education are reflected in improving the quality of educators, learning effectiveness, and the formation of students' character based on Islamic values. Thus, the implementation of Article 39 of Law Number 14 of 2005 is expected to contribute significantly to improving the quality of Islamic education in Indonesia

Keywords: *Teachers and Lecturers; Islamic Education; Article 39; Teaching Profession; Law No. 14 of 2005*

Abstrak

Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen menegaskan posisi guru sebagai profesional yang memiliki peran strategis dalam penyelenggaraan pendidikan nasional. Pasal 39 UU mengatur pengembangan dan pengembangan profesi guru sebagai upaya penguatan kompetensi, profesionalisme, dan kesejahteraan guru secara berkelanjutan. Penelitian ini bertujuan untuk menganalisis substansi Pasal 39 UU Nomor 14 Tahun 2005 dan mengkaji implikasinya terhadap pendidikan Islam. Metode yang digunakan adalah penelitian perpustakaan dalam arti penelitian bahwa proses pengumpulan data menggunakan pendekatan pengumpulan data yang digunakan melalui teknik studi literatur dengan mengumpulkan, menganalisis, dan mensintesis

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berbagai literatur yang relevan, termasuk buku, jurnal ilmiah, artikel. Hasil penelitian menunjukkan bahwa penguatan profesi guru melalui pembinaan, pengembangan kompetensi, dan perlindungan profesi memiliki relevansi yang kuat dengan nilai-nilai pendidikan Islam, seperti kepercayaan, profesionalisme, dan tanggung jawab moral dalam proses pendidikan. Implikasi penguatan profesi guru terhadap pendidikan Islam tercermin dalam peningkatan kualitas pendidik, efektivitas belajar, dan pembentukan karakter siswa berdasarkan nilai-nilai Islam. Dengan demikian, implementasi Pasal 39 UU Nomor 14 Tahun 2005 diharapkan dapat berkontribusi signifikan dalam peningkatan kualitas pendidikan Islam di Indonesia.

Kata kunci: Guru dan Dosen; Pendidikan Islam; Pasal 39; Profesi Guru; Undang-Undang Nomor 14 Tahun 2005

Introduction

The role of teachers is very important in the world of education because they are directly responsible for the intellectual, moral, and social development of students. As the main pillar in the education system, the integrity of the teacher profession is crucial to ensure the quality of national education and the formation of the character of the younger generation (Parnawi, Ahmed, & Ridho, 2023; Rahmawati, Ulya, & Fitriani, 2025) The teaching profession, especially Islamic religious education teachers, is a reflection of morality and role models for the younger generation, where their morals and behavior greatly influence the formation of students' character in the midst of the ever-influencing globalization trend (Darwis, 2021).

Teachers take a strategic role in transforming the values of knowledge, skills, and ethics to students so that they are able to face the challenges of the times (Astuti, 2022; Muflihini, 2020) Therefore, strengthening the teaching profession is essential to ensure that they have adequate pedagogical, professional, personal, and social competencies to face the dynamics of contemporary education, including its implications for Islamic education in Indonesia (Dirsa, Anggreni BP, Diananseri, & Setiawan, 2022) Being a teacher is not a simple and easy job, teaching is holistic and requires a deep understanding not only of the subject matter but also of the character of the students (Kholis, 2021). This understanding is crucial considering that teachers, especially Islamic Religious Education teachers, not only transfer knowledge but also guide students to reach maturity and form noble character according to Islamic teachings (Lubis & Murniyetti, 2023).

Teacher professionalism is a multifaceted concept that encompasses a deep understanding of religious teachings, adaptive pedagogical skills, and unwavering moral integrity. These elements serve as the cornerstone for educators, particularly within the context of Islamic education, as highlighted by

Samsul Arifin and Maghfiroh (2022). The importance of these attributes cannot be overstated, as they are crucial for fulfilling the educational mandate that aims to cultivate not only knowledgeable individuals but also morally upright citizens.

At the heart of teacher professionalism lies the pedagogical aspect, which acknowledges the diverse learning needs of students. It is well-documented that learners come from a variety of backgrounds and possess different capabilities, interests, and learning styles. This diversity necessitates an approach to education that is both differentiated and personalized. For instance, a classroom may include students who thrive in a collaborative environment alongside those who prefer solitary study. To cater to these varied preferences, teachers must employ a range of materials, methods, and instructional strategies tailored to individual learners. This could involve using visual aids for visual learners, hands-on activities for kinesthetic learners, and discussions or lectures for auditory learners. By recognizing and accommodating these differences, educators can foster an environment where each student is given the opportunity to excel.

Moreover, the deductive aspect of teacher professionalism underscores the importance of understanding that the learning process is not uniform. Students absorb information and comprehend concepts at varying levels of depth. For example, while one student may grasp a complex theological principle quickly, another might require additional time and support to achieve the same level of understanding. This variability necessitates that teachers are not only adept at identifying these differences but also skilled in responding to them effectively. Implementing formative assessments, such as quizzes or reflective journals, can provide valuable insights into students' understanding and progress, enabling educators to adjust their teaching methods accordingly. Furthermore, creating a culture of open communication encourages students to express their challenges, thus allowing teachers to address individual needs proactively.

The challenges faced by educators extend beyond the classroom dynamics. Strengthening the teaching profession, particularly in Islamic education, requires an acute awareness of contemporary issues that can impede the educational process. One pressing concern is the increasing incidence of violence against students, which can manifest in both physical and psychological forms. This violence not only disrupts the learning environment but also poses significant barriers to achieving the holistic educational goals that Islamic teachings advocate. As Suriadi and Mursidin (2020) suggest, educators must be equipped with the knowledge and tools to address these challenges effectively. This could involve implementing anti-bullying initiatives, fostering a culture of respect and

empathy, and providing support systems for affected students. By prioritizing the emotional and psychological well-being of students, teachers can create a safer and more conducive learning environment.

In addition to addressing these contemporary challenges, teacher professionalism in Islamic education also encompasses a commitment to continuous professional development. Educators must remain abreast of the latest pedagogical theories, technological advancements, and educational practices. For instance, engaging in workshops, attending conferences, and participating in peer collaborations can enhance teachers' skills and knowledge. This commitment to lifelong learning not only benefits educators but also enriches the learning experiences of their students. By modelling a growth mindset, teachers can inspire their students to embrace learning as a lifelong journey.

To illustrate this point, consider the various pedagogical approaches adopted by educators across Indonesia. For instance, a teacher who employs interactive teaching methods—such as project-based learning or collaborative group activities—can significantly enhance student engagement and comprehension. In contrast, a more traditional, lecture-based approach may fail to inspire or motivate students, leading to disengagement and a lack of critical thinking skills. Thus, the quality of educators directly influences not only student performance but also their overall enthusiasm for learning, which is crucial in fostering a generation of innovative thinkers and problem solvers.

Moreover, improving the quality of education is inherently linked to the enhancement of teachers' competencies and welfare. The teaching profession must be viewed through a lens that recognizes the multifaceted responsibilities educators bear. They are tasked not only with the delivery of academic content but also with nurturing students' emotional and social development. As noted by Egistiani, Wibowo, Nurseha, and Kurnia in 2023, the contemporary educator must be adept at instilling character and cultivating skills that align with the evolving demands of society. This requires ongoing professional development, access to resources, and a supportive work environment that values the contributions of teachers.

At every educational level, teachers are held in high regard, as education serves as the currency of literacy and the key to unlocking numerous opportunities. Aris Ariyanto (2022) emphasizes this point by illustrating how a well-educated populace can lead to enhanced economic growth, social stability, and overall national progress. The respect afforded to educators is not merely ceremonial; it reflects the societal recognition of their pivotal role in shaping the future of the nation.

However, this respect must be accompanied by tangible support and protection for the teaching profession. The Indonesian government must prioritize the welfare of teachers, ensuring they receive adequate remuneration, professional development opportunities, and job security. This is vital not only for the retention of quality educators but also for attracting new talent into the profession. The teaching profession should be viewed as a prestigious career choice, one that is rewarded appropriately and celebrated within the community.

In addition to financial and professional support, the professionalism of teachers must be underpinned by a comprehensive mastery of subject matter. Teachers must be well-versed in their disciplines, possessing an in-depth understanding of the content they teach. This knowledge enables them to convey complex concepts effectively and respond to students' queries with confidence. Furthermore, innovative pedagogical abilities are essential; educators must be able to adapt their teaching strategies to cater to diverse learning styles and preferences. This adaptability is particularly important in an era where technology plays an increasingly significant role in education.

The integration of technology into the classroom is no longer optional; it is a necessity. As highlighted by Dias Laksita Dewi, Darmayanti, and Badrus Sholeh Arif in 2024, teachers must be equipped with the skills to leverage technological advancements to create engaging and effective learning environments. For example, the use of digital tools such as interactive whiteboards, online resources, and educational software can enhance the learning experience, making it more dynamic and accessible. Teachers who embrace technology not only improve their own teaching practices but also prepare students for a world that is increasingly reliant on digital literacy.

Therefore, strengthening the teaching profession through comprehensive legal protection guarantees is imperative in order to create a conducive work environment and support the sustainability of their professional capacity development. Along with the challenges faced by the world of Islamic education in Indonesia, such as the low quality of education, the occurrence of discrimination against teachers, this discrimination not only highlights the problem of equality, but also injustice in treatment law and employment protection, such as the case that befell an honorary teacher named Supriyani in Konawe, South Sulawesi in 2024 who was detained after reportedly molesting a student who was the son of a police officer. This case highlights the urgency of adequate legal protection for teachers, especially in the context of Islamic education in Indonesia, where teachers often face dual challenges related to professional capacity and legal protection (Amalia & Ufairroh, 2022).

The challenges faced by teachers in Indonesia have become increasingly evident, particularly in light of recent cases involving intimidation, restrictions on free expression, inadequate remuneration, and harassment while performing their duties. These issues not only undermine the dignity of the teaching profession but also significantly affect the quality of education that students receive. Consequently, the urgent need to strengthen the teaching profession cannot be overstated. Article 39 of Law Number 14 of 2005 is seen as a potential remedy for these pervasive issues, aiming to enhance the professionalism of educators and ultimately contribute to the advancement of Islamic education in Indonesia.

To begin with, the intimidation faced by teachers often takes various forms, including verbal abuse from students or parents, as well as pressure from school administrations. For instance, there have been reports of teachers receiving threats when they attempt to enforce discipline in the classroom. This not only creates a hostile work environment but also instils fear in educators, which can lead to a reluctance to implement necessary educational reforms or maintain high standards of behavior among students. The psychological toll of such intimidation can be profound, leading to stress and burnout, which further exacerbates the challenges within the educational system.

Moreover, the restriction on teachers' ability to express their opinions is another significant concern. In an environment where educators are discouraged from voicing their thoughts on pedagogical practices or institutional policies, innovation and improvement are stifled. For example, teachers may have valuable insights about curriculum changes or teaching methodologies that could benefit their students, yet they remain silent due to fear of repercussions. This lack of open dialogue not only hampers professional development but also deprives the educational system of diverse perspectives that could enhance the learning experience.

Inadequate wages further complicate the situation for educators in Indonesia. Many teachers struggle to make ends meet, which can lead to a lack of motivation and engagement in their roles. For instance, a teacher earning a salary that barely covers basic living expenses may find it challenging to invest time and resources into furthering their education or improving their teaching skills. This financial strain can also lead to a higher turnover rate among teachers, disrupting the continuity of education for students and potentially diminishing the overall quality of instruction.

Harassment of teachers while on duty is yet another alarming issue that must be addressed. Reports of verbal and even physical abuse from students or parents can create an unsafe and unwelcoming environment for educators. Such

incidents not only affect the morale of teachers but can also have a detrimental impact on student behavior and learning outcomes. For example, when teachers are subjected to harassment, they may become less effective in their roles, leading to a decline in student engagement and academic performance.

The overarching problem of teacher welfare is intricately linked to these challenges. A lack of support and resources for teachers can lead to feelings of isolation and inadequacy. When educators do not feel valued or supported, it becomes increasingly difficult for them to perform their duties effectively. This situation creates a vicious cycle, where poor teacher welfare leads to diminished educational quality, which in turn affects student outcomes and the overall reputation of the teaching profession.

In light of these pressing issues, Article 39 of Law Number 14 of 2005 emerges as a crucial piece of legislation aimed at addressing these challenges. This article is designed to provide a framework for enhancing the professionalism of teachers, ensuring that they are equipped with the necessary tools and support to thrive in their roles. By establishing clear standards for teacher conduct and professional development, this law seeks to create an environment where educators can feel secure and empowered to express their opinions, innovate in their teaching practices, and advocate for their welfare.

Furthermore, the implementation of Article 39 could lead to significant improvements in the overall perception of the teaching profession in Indonesia. By fostering a culture of respect and support for educators, the law has the potential to attract more individuals to the profession, thereby enriching the educational landscape. For instance, when teachers are treated with dignity and provided with adequate resources, they are more likely to remain in their positions, contribute positively to their communities, and inspire future generations of learners.

In conclusion, the challenges faced by teachers in Indonesia, including intimidation, restrictions on expression, inadequate wages, harassment, and overall welfare concerns, necessitate urgent attention and action. Strengthening the teaching profession is essential not only for the benefit of educators but also for the advancement of Islamic education and the broader educational system in the country. Article 39 of Law Number 14 of 2005 holds promise as a means to address these issues, fostering a more professional and supportive environment for teachers. By prioritizing the welfare and professional development of educators, Indonesia can pave the way for a brighter future in education, ultimately benefiting students and society as a whole.

Research Method

This research is library research in the sense that the data collection process is carried out by collecting from various literature in the form of books, manuscripts, documents, journals, and others. The data collection method used in this study is carried out through literature study techniques by collecting, analyzing, and synthesizing various relevant literature, including books, scientific journals, articles. Data analysis was carried out with a descriptive-analytical approach, interpreting findings from the literature to build coherent arguments regarding the strengthening of the teaching profession and its implications for Islamic education in Indonesia. The purpose of this study is to analyze in depth how Article 39 of Law Number 14 of 2005 contributes to the strengthening of the teaching profession, as well as identify the implications of its implementation on the Islamic education system in Indonesia, especially in the context of fostering students' morals and improving the quality of learning (Muslih, 2021). This procedure allows researchers to gain a comprehensive understanding of the applicable legal and policy frameworks, as well as best practices in teacher professional development (Muslih & Cirebon, 2021). Through this approach, it is hoped that effective recommendations can be produced to optimize the role of teachers in the context of adaptive and progressive Islamic education

Result and Discussion

A. Strengthening the teaching profession through legal protection

The teaching profession is one of the noble professions that plays a strategic role in educating the nation's life and building the character of the next generation (Pane & Nailatsani, 2022). However, the reality in the field shows that teachers often face various challenges and obstacles in carrying out their duties, ranging from threats of violence, intimidation, to criminal acts that can hinder the learning process (Amalia & Ufairroh, 2022). Therefore, the presence of Law Number 14 of 2005 concerning Teachers and Lecturers, especially Article 39 which regulates the protection of the law, is an important foundation to strengthen the position and dignity of the teaching profession in Indonesia.

Article 39 of Law No. 14 of 2005 expressly stipulates that the government, local governments, communities, professional organizations, or educational units are obliged to provide protection for teachers in the performance of their duties. This protection includes legal protection, professional protection, and occupational safety and health protection (Pristiwiyanto, 2020). This provision provides a legal umbrella that It is strong for teachers to be able to carry out their

profession calmly and focused, without worrying about threats or disturbances that can harm them or the educational process they organize.

The implementation of legal protections for teachers has a significant impact on strengthening the image and dignity of teachers, enhancing professional accountability, and providing guarantees of well-being and protection (Hilir, 2021). With clear guarantees of protection, teachers can be more confident in enforcing discipline, providing objective assessments, and making the pedagogical decisions necessary for students' progress. This protection also creates a conducive work environment, where teachers can optimally develop their competencies without pressure or intimidation from irresponsible parties.

However, the effectiveness of Article 39 in providing legal protection for teachers still requires consistent implementation support from all stakeholders. Socialization of teachers' rights, reporting mechanisms when violations occur, and strict law enforcement against those who violate teacher protection are the keys to the successful implementation of this article. In addition, there needs to be good coordination between the central government, regions, and education units to ensure that every teacher gets the proper protection in accordance with the mandate of the law. This protection must also be accompanied by continuous improvement of teachers' competencies so that they are able to carry out their professional duties optimally (Farih & Ramli, 2023).

B. Analysis of article 39 of law number 14 of 2005

1. Background of article 39 of law no. 14 of 2005

The birth of Law Number 14 of 2005 concerning Teachers and Lecturers is a response to the urgent need to improve the quality of Indonesia's national education. National education aims to shape the nation's character (Dodi, 2019), (Farih & Ramli, 2023). Education must get the attention of the nation, because with education it will be possible to see the back and forth of a nation. (Hermanto, 2020) Prior to the enactment of this law, the teaching profession and lecturers did not have a strong legal basis to regulate their rights and obligations, as well as professionalism standards that must be met and standards of competence, rights, and obligations are implemented comprehensively (Faizah, Hanief, & Dina, 2019) This condition results in inequality in the quality of educators in various regions and levels of education.

Article 39 in Law Number 14 of 2005 is designed to answer this challenge by establishing competency standards that must be possessed by educators. Changes in local, national, and global life require the empowerment and improvement of the quality of teachers and lecturers in a planned, directed, and sustainable manner Constitutionally, Article 39 of Law Number 14 of 2005 has a

strong basis in the 1945 Constitution, especially in terms of educating the nation's life and advancing the general welfare. The low quality of Indonesia's national education in the period before 2005 is one of the main driving factors for the birth of Article 39 of the Law Number 14 of 2005. This article specifically regulates the legal protection for teachers and lecturers, which is a crucial foundation for improving professionalism and quality of teaching in Indonesia. The importance of this regulation lies in the recognition of teachers as a dignified profession that requires legal protection to carry out their vital duties in educating the nation's next generation (Adi, Alipatan, & Khotimah, 2020). Article 39 not only serves as a regulatory instrument, but also as a catalyst for the creation of a dynamic and sustainable education ecosystem.

2. Contents of article 39 of law no. 14 of 2005

Article 39 of Law Number 14 of 2005 reads as follows: "Educators and education personnel have the right to obtain legal protection in carrying out their professional duties." From the sound of this article, there are several important points that need to be analyzed further.

a. Legal Protection rights

This article emphasizes that educators (teachers) and educators have the right to legal protection in carrying out their professional duties, including protection from acts of violence, threats, intimidation, and discriminatory treatment (Dirsa et al., 2022). The main purpose of this provision is to ensure that teachers can carry out their educational tasks optimally, without being burdened by concerns about undue external intervention (Saru Arifin, 2020). Therefore, this article is a very important reference in creating a conducive work atmosphere for teachers, encouraging them to focus more on improving the quality of education without being overshadowed by anxiety about legal risks.

b. Teacher's Professional Duties

This article links legal protection to the professional duties of teachers, which means that the right to legal protection is given as long as teachers carry out their roles in accordance with the professional code of ethics and applicable laws and regulations, including in educating, teaching, guiding, directing, training, assessing, and evaluating students. Educators are also required to have qualified pedagogic and professional skills in designing and implementing innovative learning processes (Purnasari, Sadewo, Santosa, & Sanoto, 2024).

The implications of this legal protection not only have an impact on increasing teachers' motivation in carrying out their duties, but also on the quality of learning delivered, so as to be able to create a safe learning environment and support student learning development.

c. **Strengthening Teacher Professionalism**

The legal protection guaranteed by this article also aims to strengthen the professionalism of teachers. In this case, teacher professionalism is understood as the ability of teachers to manage the classroom to develop the curriculum, evaluate students, and be able to apply various effective learning methods (Sutrio, Sahidu, Harjono, Gunada, & Hikmawati, 2020). This strengthening is essential to achieve national education goals, because professional teachers will be able to create a conducive and innovative learning environment (Rahmah, 2023). Furthermore, teachers must be able to master the subject matter taught, including facts, concepts, theories, and central procedures in their field of knowledge (Suryanto, Sartika, & Nashrullah, 2022). Furthermore, the implementation of this legal protection creates a comfortable atmosphere for teachers to innovate in teaching and assessment methodologies, which are essential for adapting to curriculum dynamics and the needs of contemporary students, as well as shaping the character of students. Legal protection provides space for teachers to focus on those tasks without being distracted by irrelevant legal issues.

3. Purpose of legal protection for teachers

Article 39 of Law Number 14 of 2005 emphasizes that the purpose of legal protection for teachers is to create a conducive environment in carrying out the educational profession. The more specific objectives contained in this article include.

a. **Improving the quality of teaching**

Legal protection allows teachers to work without unwarranted pressure or threats from outsiders, so that they can focus on improving the quality of learning and continuous self-development. With a sense of security in carrying out professional duties, teachers can optimally apply teaching methods that are innovative and relevant to the development of the times (Egistiani et al., 2023). This has a significant effect on improving the overall quality of education that teachers can provide to students. This reinforcement also allows teachers to actively participate in professional development activities, such as training and workshops, which contribute to the improvement of their competencies and capacities.

b. **Improving teacher professionalism**

Legal protection also aims to encourage teachers to carry out their duties professionally. The protections provided ensure that teachers are not unfairly imposed or blamed for actions that are in accordance with the code of ethics and professional standards, so that they can focus on improving competence and performance (Amalia & Ufairoh, 2022). This will have an impact on improving

the quality of student learning outcomes, where educational innovations, including integrative learning design, have been proven to improve students' ability to learn independently and develop 21st century skills (Hosaini, Fitri, & Badruzaman, 2024). This protection encourages teachers to continuously update their knowledge and skills, in line with the demands of 21st century competencies that prioritize critical thinking and complex problem-solving skills (Ayanwale et al., 2024). Thus, the professionalism of teachers motivated by legal protection will directly contribute to the achievement of the broader national education goal, which is to produce students who are adaptive, innovative, and globally competitive.

c. Providing a sense of security and respect for teachers

One of the important goals of legal protection is to ensure a sense of security for teachers in teaching and educating without fear of intimidation or discrimination, so that their dignity as educators is maintained. This importance of security creates a conducive work climate, allowing teachers to innovate and be creative in the learning process without worrying about undue external interventions. Thus, this legal protection indirectly supports improving the quality of learning and building the character of students, because teachers who feel appreciated will be more motivated to make their best contribution. This protection also contributes to the improvement of teachers' well-being, both materially and spiritually, which is essential to maintain their motivation and dedication in the profession. These aspects collectively form the foundation for teachers to not only carry out the task of knowledge transfer, but also transform moral values and noble morals to students (Pohan, Wahyudi, & I, 2023).

4. Implications of article 39 on Islamic education

Article 39 of Law Number 14 of 2005 has significant implications for the strengthening of the teaching profession, especially in the context of Islamic education. Some of the implications that can be identified include.

a. Protection of Islamic education teachers

Islamic education teachers, who have the dual task of teaching religious knowledge and shaping the character of students, demand comprehensive legal protection to ensure they can carry out their professional duties without fear or undue intervention (Dirsa et al., 2022). Article 39 provides a clear legal basis for Islamic education teachers to be able to carry out their duties without fear of external intervention that could harm them, either in the form of pressure, legal threats, or treatment that is not in accordance with their professional obligations.

b. Strengthening professionalism in Islamic education

Strengthening the profession of Islamic education teachers is very important because their task is not only to transform knowledge, but also to form the character of students based on Islamic teachings. This legal protection provides space for teachers to focus on this noble task, without being distracted by legal threats that can hinder their professional development. Continuous improvement of teacher competence will have a positive impact on the quality of teaching and student learning outcomes (Rahmah, 2023).

c. *Improving the quality of Islamic education*

With legal protection, Islamic education teachers are expected to work optimally and innovatively and can be more optimal in creating an environment conducive to learning. This will later contribute to improving the quality of Islamic education as a whole, creating a generation that is not only intelligent as a whole, creating a generation that is not only intellectually intelligent but also has moral and spiritual integrity. This implication is in line with the view that teachers are a crucial component in the teaching and learning process and have a strategic role in national development in the field of education (Rianda Andri Adi et al., 2020). The protection and strengthening of the teaching profession is essential to ensure they can dedicate themselves fully to the task of educating, which in turn will improve the quality of national educational output.

C. Challenges of implementing article 39 in Islamic education

1. *Teachers' lack of understanding of legal protection*

Many teachers, especially in remote areas, have not fully understood the substance of the legal protection provided by article 39 of Law Number 14 of 2005 concerning teachers and lecturers. This condition causes them to be less proactive in utilizing these protection rights, often leading to vulnerability to non-professional actions from outside parties (Saru Arifin, 2020). Therefore, socialization and training are needed regarding teachers' legal rights and how they can use them in overcoming problems that arise. In addition, this lack of understanding also results in teachers' inability to identify the limits of their professionalism, which sometimes leads to misinterpretation or abuse of authority.

2. *Social and cultural challenges*

From the perspective of Islamic education, cultural and social challenges often affect the way teachers carry out their duties, especially in instilling moral and ethical values according to Islamic teachings. This becomes a dilemma because teachers are often faced with diverse societal expectations, which sometimes conflict with the principles of legal protection that are supposed to govern them. For example, in certain cases, local traditions or customary interpretations may

be more dominant than formal legal provisions, thus placing teachers in a vulnerable position without adequate protection. In addition, the problem of violence in the world of education, both between students, between teachers, and between students and teachers, is still in the spotlight, which shows the need for stricter law enforcement and a deeper understanding of the role of teachers as role models (Arasyiah, Rohiat, 2020). Legal protection needs to be strengthened with a more adaptive approach to local cultural values.

Conclusion

The implementation of Article 39 of Law Number 14 of 2005 on the legal protection of teachers has significant implications for strengthening the teaching profession, particularly in Islamic education. This protection enables teachers to perform their duties more safely and professionally, contributing to improved educational quality, a more conducive learning environment, and better student character formation. However, its implementation still faces challenges, including limited teacher awareness of their rights and socio-cultural barriers. Therefore, continuous efforts are needed to enhance teacher socialization and empowerment so that legal protections can be optimally utilized. Further in-depth research is also necessary to assess the effectiveness of this policy in practice, identify specific obstacles in law enforcement, and develop more adaptive and contextual policy recommendations. Additionally, systematic monitoring and evaluation mechanisms are required to measure the impact on teacher motivation, performance, and overall educational outcomes.

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