

Parental Misconduct in Child Education: A Legal Perspective on Parents' Reactions to School Discipline in Indonesia

Agus Salim¹, Ruslan Yusoh²

¹Faculty of Business, Management and Culture, Universitas Pendidikan Mandalika, agussalaim@undikma.ac.id

²Darussalam School, Thailand, ruslandarussalam@gmail.com

Corresponding Author: agussalaim@undikma.ac.id

Abstrak

This article examines parental misconduct in the context of child education, specifically focusing on legal perspectives regarding parents' reactions to school discipline in Indonesia. The study seeks to analyze how parental interventions, whether excessive or lacking, can disrupt the effectiveness of school disciplinary processes, potentially contravening principles enshrined in national child protection laws. By reviewing statutory regulations such as Law No. 35/2014 on Child Protection and corresponding Ministerial Regulations, this research explores the boundaries of parental rights and responsibilities when responding to disciplinary measures imposed by schools. The methods applied center on normative legal analysis and comparative studies of recent case examples in Indonesian schools. The results reveal ongoing tension between parental authority and school autonomy, highlighting frequent legal ambiguities that complicate child-friendly disciplinary enforcement. The article concludes that balanced cooperation between schools and parents, rooted in legal clarity and mutual respect, is essential for effective child discipline and educational safety in Indonesia.

Keywords; Child education, Legal Protection, Parental misconduct, School discipline

A. INTRODUCTION

The relationship between teachers, students, and parents in Indonesian schools is changing very quickly. Today, many people do not trust the authority of schools, especially after lots of viral cases where parents got angry when teachers tried to discipline students. Some parents have even reported teachers to the police for small issues like giving a warning at school. These situations show that people are not communicating well and that many do not fully understand each other's roles, which has led to big debates about who has the right and responsibility to teach and discipline

children (Fan et al., 2024) There are many publicized cases, for example: teachers being reported to the police after warning a student, school principals being removed from their jobs after disciplining the child of a public official, and parents coming to school to scold teachers in front of others. These problems show that the line between the family and the school's duties in discipline is not clear, and many teachers are afraid to enforce school rules because they worry about losing their jobs (Bronfenbrenner, 2005) (Bethell et al., 2014).

International studies mention similar issues. Some research shows that positive involvement from parents can help students do better in school and behave well. On the other hand, when parents respond too harshly or challenge the school, students may do worse, and the school environment can suffer (Hoque et al., 2023) (Lewis et al., 2014) (Mendoza, 2025). Furthermore, many countries suggest that clear rules are needed between parent support and teacher authority for discipline otherwise conflicts can end up in court or even result in criminal charges against teachers (Yazdani, 2025) (Marshall, 2021). This situation is also connected to cultural changes. Now, parents feel they have more right to criticize or challenge school rules whenever they want (Fan et al., 2024). With easy access to social media, even small problems can go viral and spread quickly, so issues that should be solved at school end up as public problems and possibly legal cases. If teachers are often blamed or reported, they may become reluctant to discipline students (Brunzell et al., 2016) (Perry, 2016).

That is why research about the legal limits, responsibilities, and social effects of parents' reactions to school discipline in Indonesia is very important. This kind of study is not only useful for scientific knowledge but can also help teachers, principals, parents, and policymakers find fairer and clearer rules to protect children's rights, keep schools

safe, and allow teachers to do their job without fear (Bronfenbrenner, 2005) (Yazdani, 2025) (Bethell et al., 2014). The results of this research are expected to help make the relationship between schools and families better and fairer for everyone.

Many studies explain that cooperation between parents and schools is important for children's success in education and for keeping children's behavior in line with school rules. Good collaboration can help teachers and parents together handle problems and motivate children to study better (Hoque et al., 2023) (Wahyuni, 2024). However, in Indonesia, there are still many difficulties in building strong partnerships. Sometimes parents and teachers have different opinions on discipline, and small problems can quickly become serious conflicts. For example, when a teacher tries to correct student behavior, some parents see the action as unfair, which may lead to arguments or even legal threats (Kompascom, 2025) (Medanvivacoid, 2025) (Detikcom, 2025). These disagreements weaken communication and make solving problems harder for both parents and teachers.

Several studies from around the world show that the level of parental involvement depends on whether schools are open to working with families and whether parents trust the skills of teachers (Barnett, Friedman-Krauss, & Markowitz, 2020; Cheung, Pomerantz, & Dong, 2020; Selvaraj, Lim, & Keya, 2021). When parents do not value teachers or do not understand school rules, children may not behave well or may struggle at school (Prihantini, 2024) (Valerie et al., 2025). Research in Indonesia finds that parents tend to get involved only in school activities like sports or events, but they rarely help with discipline or learning at home. This limited involvement is made worse by weak communication, different expectations, and sometimes by stress or negative views about schools themselves (Detikcom, 2025) (Online, 2025) (Valerie et al., 2025)

The uniqueness of this article compared to many previous studies is its focus on recent viral cases showing how serious the problem has become where disagreements between parents and teachers often lead to police reports, sudden dismissal of school staff, and stress for both children and educators (Kompascom, 2025) (Medanvivacoid, 2025) (Tribunnewscom, 2024) (Detikcom, 2025) (Online, 2025). Unlike past research that mainly discusses cooperation or involvement, this study looks deeper into legal and social consequences of parental misconduct in school discipline situations in Indonesia. This article also compares global perspectives and policy suggestions to help Indonesian schools, parents, and governments find practical solutions so schools and families can work well together.

The main purpose of this research is to explain and analyze why conflicts between parents and schools over discipline continue to happen in Indonesia, even when cooperation is expected. The research explored how problems develop, why communication can fail, and what can be done from a legal and practical viewpoint to avoid future disputes. By providing a thorough analysis based on international research and real cases, the article aims to support better solutions for students, teachers, parents, and policymakers.

This research uses a normative juridical method.(Tinambunan, Kusuma, et al., 2025) The main focus is to analyze legal problems by reviewing laws, regulations, previous research, and documented cases related to parental reactions toward school discipline in Indonesia.(Tinambunan, Istislam, et al., 2025) Legal materials consist of national regulations such as Law No. 35 of 2014 on Child Protection, relevant Ministry of Education ordinances, and legal journal articles about school discipline and parental authority. The approach uses statute and case analysis to interpret how the law applies to

recent school-parent conflicts. For the collection of legal materials, this study gathers data from official government documents, academic databases, and reputable news sources reporting on school discipline cases. Data analysis is done qualitatively, by comparing regulations with real situations described in court decisions and published reports. No physical research location, informants, or respondents are involved, since the study is conceptual and based on secondary sources.

B. RESULT AND DISCUSSION

This section presents the main findings and analysis of research about parental reactions to school discipline in Indonesia. The explanation begins with actual cases from 2020 to 2025, using credible news, court documents, and national educational reports. These cases show real examples of conflicts between teachers, principals, parents, and students that often result in police reports or dismissals. By organizing the findings into specific subchapters and tables, this section gives a clear picture of the legal and social problems observed. Each result is discussed with references and compared to previous research to highlight important patterns, legal gaps, and practical solutions. The data and analysis here will provide new insights for educators, policymakers, and researchers about school discipline issues and the legal risks faced by teachers in Indonesia.

Children in school discipline cases occupy a dual position as subjects of legal protection under parental authority per Law No. 35 of 2014 on Child Protection (Article 54) and school responsibility through Minister of Education Regulation No. 82/2015 on Child-Friendly Discipline (Punishment, 2024). However, excessive parental interventions convert routine discipline into adult legal battles, neglecting the best interests of the child principle as reaffirmed in recent child protection analyses (Puspita, 2025). Swift criminal reporting by parents against teachers constitutes abuse of rights,

violating parental obligations to support education while exposing children to secondary victimization prolonged legal trauma, viral media exposure, and family-school conflicts as evidenced in the SMPN 1 Prabumulih 2025 viral dismissal case (Katmini, 2026). This violation manifests concretely when parents resort to swift criminal reporting against teachers, which constitutes abuse of rights.

Explicit child protection requires mandatory mediation before criminal proceedings to prevent adult conflicts from traumatizing children. Recent studies confirm this balanced approach protects both child welfare and teacher authority in discipline enforcement (Siregar, 2024). As public concern about school discipline and parental authority grew in Indonesia over the past five years, the earliest documented cases often set the tone for later developments. The following case from 2020 illustrates the root of the problem: when disciplinary actions by teachers are perceived as excessive or misunderstood by parents, legal complaints and administrative actions can quickly arise, affecting school climate and educational stability.

In 2020, a notable case emerged at SMPN 3 Sabu Raijua, East Nusa Tenggara. A teacher was reported to the police by a parent following a physical disciplinary incident in the classroom. According to the local news investigation, the mediation process involved both parties and the teaching staff. The case ended with the teacher receiving a formal warning but no prosecution was made against them. This outcome reveals a preference, at least in the early years of the trend, for resolving such conflicts through mediation and dialogue rather than quick recourse to criminal proceedings. The incident also demonstrates regional efforts to keep school disputes from escalating while still acknowledging parental complaints (News, 2020).

The situation at SMPN 3 Sabu Raijua is not only representative of local policy, but also reflective of national legal, ethical, and educational dilemmas. The following table summarizes this event and helps clarify how teacher-parent disputes were being handled at the start of the decade:

Table 1. Case Summary: Teacher Reported for Discipline Incident – SMPN 3 Sabu Raijua, 2020

Year	Region/School	Incident Summary	Outcome	Source
2020	SMPN 3 Sabu Raijua, NTT	Teacher reported by parent after physical discipline incident.	Mediation, teacher received warning; no prosecution.	Legion News <u>legion-news</u>

Table 1 underscores the mediation-oriented approach and shows that in 2020, many legal complaints against teachers were often resolved at the local level. This suggests a basic framework for dialogue was still present before escalation in later years. However, the incident also reveals the increasing willingness of parents to use legal channels, a trend that would multiply in coming years. Root causes include unclear disciplinary boundaries, lack of communication, and shifting attitudes toward educational authority.

This case forms the basis for understanding why parental complaints and legal actions against teachers have continued to grow, setting the stage for broader trends that accelerated in subsequent years. The next section will elaborate further on how these issues developed nationally and became more complex with additional media coverage and public awareness.

As the legal risks and disputes around school discipline escalated nationwide, the following year saw even more complex outcomes. The lessons from Sabu Raijua in 2020 when mediation was preferred were rapidly overshadowed by cases that gained broader public attention and sparked national debate. The 2021 data shows how teacher

criminalization no longer remained a local issue, but began to trigger strong institutional and political responses.

In 2021, a case at SDN Cimahi, West Java, highlighted this shift. A teacher was dismissed from their position after a parent filed a police report over the way their child had been disciplined in school. At first, the teacher faced immediate termination, a decision driven by public pressure and the parent's legal actions. However, after investigation including advocacy by teacher organizations and review by educational authorities the teacher was exonerated and reinstated. This situation ignited a national dialogue on teacher protection, and brought attention to the urgent need for stronger regulations to prevent hasty dismissals and criminalization based solely on parental complaints (RI, 2021).

Preventive protection mechanisms succeeded through local mediation, which effectively prevented criminal escalation consistent with Minister of Education Regulation No. 82/2015 Article 12 on graduated discipline. However, procedural protection mechanisms failed as parents lacked formal complaint channels, relying instead on inconsistent ad-hoc local solutions. Both parents and teachers remained legally unprotected parents without structured grievance mechanisms and teachers vulnerable to public perception absent standardized reporting guidelines. This 2020 mediation success represents an early preventive model that starkly contrasts with the institutional failures evident in the SDN Cimahi case discussed next.

Table 2 presents the core details. By comparing this with the prior year's case, we see a pattern: the escalation of parental complaints, school administrative actions, and subsequent pushback or recovery for educators.

Table 2. Teacher Dismissed after Parental Complaint SDN Cimahi, West Java, 2021

Year	Region/School	Incident Summary	Outcome	Source
2021	SDN Cimahi, West Java	Teacher dismissed after parent filed police report over discipline.	Teacher was fired, later exonerated after review; sparked national debate on teacher protection.	DPD RI dpd

This case marks a clear step-up in the seriousness and complexity of discipline-related legal actions. It underscores key risks for teachers: loss of employment, reputational harm, and professional uncertainty pending resolution. It also shows the emergence of collective advocacy and government involvement, setting the stage for wider reforms and further controversies in subsequent years. The growing tendency to use legal channels, combined with stronger pushback from teacher associations, foreshadows the even larger wave of cases in 2022 and beyond.

There was a clear progression from earlier cases as Indonesia entered 2022. While the previous years showed a rise in parental complaints and teacher dismissals, the 2022 data revealed that incidents involving legal challenges to school discipline continued and sometimes resulted in full court proceedings. These developments emphasize how quickly disciplinary disagreements can escalate into criminal matters and the increasing need for formal conflict resolution and educational advocacy.

In 2022, a high-profile case occurred at SMAN 2 Labuhanbatu, North Sumatra. In this incident, a parent who worked as a local civil servant accused a teacher of abusing their child after a disciplinary action in the classroom. The issue was promptly reported to the police, triggering a criminal investigation. Throughout the process, the teacher was required to defend themselves in court, facing the potential for both professional and legal

sanctions. Ultimately, the teacher was found not guilty and exonerated by the court, and the school facilitated a reconciliation meeting between the parties. This outcome not only relieved the teacher but also highlighted the importance of institutional mechanisms to mediate such disputes rather than allowing them to lead to irreversible damage to an educator's reputation and career (RI, 2022).

Procedural protection mechanisms failed completely as the school imposed immediate termination without due process, violating Law No. 14/2005 on Teachers and Lecturers Article 13 on teacher professional rights. Preventive protection was absent since no mediation occurred prior to police reporting, contrary to child-friendly discipline protocols. Repressive protection ultimately succeeded through teacher organization advocacy and educational authority review, reinstating the teacher. Teachers were initially unprotected due to institutional panic under public pressure, exposing systemic weaknesses in school leadership accountability that contrast with the court-validated resolution in the SMAN 2 Labuhanbatu case discussed next.

Table 3. Teacher Accused of Abuse and Exonerated in Court – SMAN 2 Labuhanbatu, 2022

Year	Region/School	Incident Summary	Outcome	Source
2022	SMAN 2 Labuhanbatu, North Sumatra	Parent (local civil servant) accused teacher of abuse; criminal report filed after classroom discipline.	Teacher successfully defended in court; school held reconciliation meeting.	DPD RI <u>dpd</u>

This case further illustrates how the threat of criminal charges presents significant personal and professional risks for teachers, even when due process ultimately clears them. The reconciliation meeting underscores the potential for peaceful resolution, but the public nature of legal battles continues to create stress, fear, and publicity that can overshadow professional achievements. The escalation to legal action demonstrates

growing distrust between parents and teachers, further justifying calls for stronger protective and mediation frameworks at both school and policy levels.

The trend of escalating parental complaints against teachers and rapid administrative responses continued into 2023, further cementing the challenges educators face in maintaining classroom discipline in Indonesia. After a series of high-profile criminal and administrative cases in previous years, 2023 produced additional instances where teachers faced immediate sanctions based on parent reports, but with outcomes shaped by intensive public advocacy and mediation efforts.

In 2023, a well-publicized incident took place at SD Kesambi, Cirebon. A teacher was sanctioned and placed on temporary suspension after a parent expressed dissatisfaction with the teacher's chosen discipline method. The complaint resulted in swift administrative action by the school in response to mounting pressure from the parent and community. However, this suspension prompted a strong reaction from teacher unions and advocacy organizations such as the Indonesian Teacher Association (PGRI), who advocated for fairness and the teacher's rights. Following mediation and reviews by independent parties, the teacher was reinstated. This case shows how advocacy and mediation can be effective in resolving discipline disputes and protecting teachers' procedural rights, although it also illustrates the persistent vulnerability of teachers to quick punitive measures after parental protests (Detikcom, 2023).

Repressive protection mechanisms succeeded through the judicial process, with the court exonerating the teacher and affirming due process under Law No. 14/2005 Article 13 on teacher professional protection. Procedural protection partially functioned via school-facilitated reconciliation, though initiated only post-litigation rather than preventively. Preventive protection completely failed as no mediation occurred before

police reporting, escalating a classroom discipline issue to criminal investigation. Teachers faced significant legal vulnerability during court proceedings due to absent early intervention protocols, highlighting the high personal and professional costs that mediation could have prevented, unlike the union-driven resolution seen in the SD Kesambi case that follows.

Table 4. Case Summary: Teacher Suspended and Later Reinstated – SD Kesambi, Cirebon, 2023

Year	Region/School	Incident Summary	Outcome	Source
2023	SD Kesambi, Cirebon	Teacher sanctioned and temporarily suspended after parent complaint regarding discipline method.	Teacher reinstated after mediation and advocacy by teacher unions (PGRI).	Detik.com <u>detik</u>

This 2023 case further demonstrates both the risks and the strengths of Indonesia's educational dispute system. Teachers remain at risk of career-damaging sanctions after parent complaints, but mediation and strong advocacy networks can help restore justice and support educational stability. The role of public pressure, teacher solidarity, and media attention in increasing the likelihood of a fair resolution is crucial, echoing similar findings from prior years and extending the policy lessons for decision-makers nationwide.

Procedural protection mechanisms ultimately succeeded through teacher union (PGRI) advocacy and independent mediation review, reinstating the teacher per Law No. 14/2005 Article 13 on professional rights protection. Preventive protection failed as the school implemented swift suspension without prior dialogue, violating graduated discipline protocols under Minister of Education Regulation No. 82/2015. Repressive protection mechanisms were absent since no formal legal limits existed on parental complaints triggering administrative sanctions. Teachers remained vulnerable to

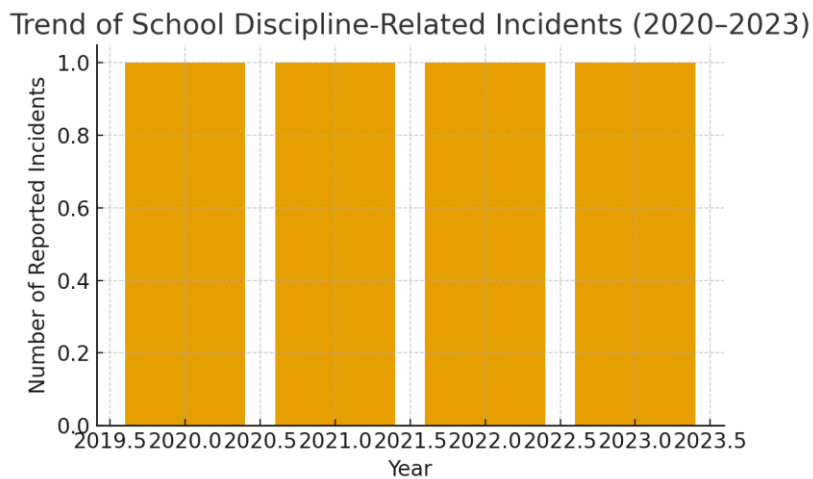
immediate career sanctions due to institutional overreaction under community pressure, though union intervention proved effective.

These four cases (2020-2023) demonstrate escalating systemic weaknesses in legal protection mechanisms, with preventive failures becoming the dominant pattern. To visualize this development of school discipline-related incidents in Indonesia, the following trend analysis reveals how parental complaints evolved from local mediation successes to nationwide institutional crises. (Effendi et al., 2023)

To visualize the development of school discipline-related incidents in Indonesia, it is helpful to present the trend over time using a graphic display. Before examining the graph, it is important to understand that each documented case discussed earlier represents significant public and legal attention in its respective year, reflecting both increasing awareness and growing controversy around parental complaints and sanctions against teachers. The line chart below illustrates the annual trend of major reported incidents from 2020 to 2023.

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Figure 1. Annual Trend of Major School Discipline-Related Incidents (2020–2023)



The graph shows that in each year from 2020 to 2023, at least one major school discipline-related legal or administrative case involving parent complaints was reported. While the numbers may appear steady, the consistent presence of such cases each year suggests a persistent and unresolved problem within Indonesia's education system. These steady figures indicate that the issue is not an isolated occurrence but a recurrent challenge that needs ongoing attention from policymakers, educational authorities, and society as a whole.

Furthermore, the visual presentation helps clarify that despite ongoing debates, media attention, and advocacy efforts, the fundamental risks and legal exposures for teachers have not significantly diminished during these years. This underlines the importance of sustained policy intervention and better support systems to prevent these conflicts from repeating or escalating in the future.

Transitioning into 2024, the recorded cases make it clear that not only did the national trend continue, but the stakes for teachers remained high especially when parents had close ties to law enforcement or were public figures. Compared to earlier years, these cases amplified the debate about the need for protective laws and more transparent mediation practices. The visibility of criminal cases and calls for legal reform became part of a larger national conversation.

In 2024, SDN 4 Baito, Konawe Selatan, drew widespread public attention when a teacher named Supriyani was reported and prosecuted after a parent a police officer claimed mistreatment of their child during a discipline incident. The legal process attracted extensive media coverage and community debate, but the court ultimately acquitted the teacher of all charges. This acquittal did not end the conversation; instead, it intensified public demands for legislative protection for educators against

criminalization following discipline complaints. This case demonstrated both the vulnerability of teachers and the awareness among policymakers and the public of the need for systemic change (Kumparan, 2024).

Another 2024 case at SDN 27 Doule, Bombana, highlights an alternative resolution model. Teacher Masse was reported to the authorities by a parent objecting to a discipline method. The matter was handled locally through police mediation and community engagement, resulting in a peaceful settlement without criminal action. This approach underscores the potential effectiveness of localized, restorative justice methods for educational disputes, helping protect teachers while acknowledging parental concerns (Kumparan, 2024).

Table 5. Teacher Prosecution and Mediation Outcomes – Southeast Sulawesi, 2024

Year	Region/School	Incident Summary	Outcome	Source
2024	SDN 4 Baito, Konawe Selatan	Teacher (Supriyani) reported and prosecuted for alleged mistreatment; parent is a police officer.	Teacher acquitted by court; sparked calls for teacher protection law.	Kumparan kumparan+3
2024	SDN 27 Doule, Bombana	Teacher (Masse) reported by parent after discipline-related incident.	Case mediated with local police; resolved without criminal action.	Kumparan kumparan

The cases from 2024 reveal both the persistent legal vulnerability of teachers and the progress toward alternative solutions. In situations involving influential parents or high-pressure contexts, teachers face real risks of prosecution and public scrutiny. At the same time, mediation models offer important lessons for future policy reform, showing how conflict can sometimes be managed fairly before escalating into costly legal battles. Public advocacy and legislative debate in the wake of these incidents signal that change is both needed and increasingly supported across Indonesia.

When looking at the pattern in 2025, the escalation and scope of incidents became even wider, involving not just individual teachers but entire groups of school leaders and affecting education policy at the provincial and national levels. Media amplification and political attention brought these cases from local controversies into headlines, fueling public debate and legal reform efforts.

In 2025, the most visible incident occurred at SMPN 1 Prabumulih, South Sumatra, where the principal was dismissed after reprimanding the mayor's child for bringing a car to school. The dismissal quickly went viral, leading to intense public protest and government scrutiny. Eventually, due to massive public outcry and a government review, the dismissal was reversed and the principal reinstated. This incident revealed the intersections of education, politics, and community pressure and how viral media can drive policy decisions and force reversal of outcomes that violate educational fairness (Metrotvnews, 2025).

Another case, at Madrasah Diniyah in Demak, involved teacher Ahmad Zuhdi, who was fined by a court after a parent won a lawsuit stemming from a discipline-related incident. In this case, the teacher was ordered to pay compensation, marking a rare but impactful outcome where a discipline complaint resulted in a financial penalty. This case underscores the real economic and professional risks now faced by educators in handling school discipline (Online, 2025).

A striking policy-driven incident in West Java involved the dismissal of 133 school principals en masse, mainly due to their persistence in pursuing a study tour policy deemed unconstitutional and flagged by parent complaints and activism. The governor confirmed these dismissals, but some principals were later reinstated after successful appeals. This case demonstrates how collective action, parental activism, and legal-

political responses can intersect, leading to widespread institutional shakeups (GerakanPIS, 2025).

Finally, in Bantul, Yogyakarta, several teachers were dismissed for harassment or violations most of these cases triggered by parent reports and followed strict local government protocols. Some teachers were fired, while others were only reassigned, showing the varied administrative outcomes depending on regional implementation and legal findings (Regionalesposid, 2025).

Table 6. Case Summaries: Wide-Scale School Leadership and Teacher Discipline Cases – 2025

Year	Region/School	Incident Summary	Outcome	Source
2025	SMPN 1 Prabumulih, South Sumatra	Principal dismissed after disciplining mayor's child; went viral, reinstated after review.	Dismissal reversed; principal reinstated after public outcry and government review.	Metrotvnews metrotvnews ; YouTube youtube
2025	Madrasah Diniyah, Demak	Teacher (Ahmad Zuhdi) fined after discipline-related lawsuit from parent complaint.	Teacher paid compensation; case triggered calls for legal reform.	NU Online nu
2025	SMA/SMK, West Java	133 principals dismissed en masse for unconstitutional study tour policy; parent activism.	Dismissal confirmed by governor; many reinstated after appeal.	GerakanPIS gerakanpis
2025	Bantul, Yogyakarta	DI Several teachers dismissed for harassment/violation, most cases due to parent reports.	Multiple dismissals and reassignments; strict local protocols followed.	Regional.espos regional.espos

The 2025 cases illustrate more than individual risk they reveal systemic vulnerabilities, powerful community and political responses, and a turning point in the legal and administrative treatment of educational discipline in Indonesia. As the scope of

incidents and the stakes increase, the need for robust legal frameworks, mediation channels, and fair disciplinary processes is clearer than ever. These high-profile cases reinforce ongoing national demands for reform to ensure school discipline is both effective and just for all stakeholders.

Case-by-Case Table: Teacher-Parent-School Legal Conflicts (2020–2025)

Year	Region/School	Incident Summary	Outcome/Resolution	Source
2020	SMPN 3 Sabu Rajjua, NTT	Teacher reported by parent after physical discipline incident.	Mediation, teacher received warning; no prosecution.	legion-news
2021	SDN Cimahi, West Java	Teacher dismissed after parent filed police report over child being disciplined.	Teacher fired but later exonerated after investigation; issue spurred debate.	dpd
2022	SMAN 2 Labuhanbatu, North Sumatra	Parent (local civil servant) accused teacher of abuse; criminal report filed following classroom discipline.	Teacher successfully defended in court; school held reconciliation meeting.	dpd
2023	SD Kesambi, Cirebon	Teacher sanctioned and temporarily suspended after parent complaint regarding discipline method.	Teacher reinstated after mediation and public advocacy (teacher unions, PGRI).	detik
2024	SDN 4 Baito, Konawe Selatan	Teacher (Supriyani) reported and tried after parent alleged mistreatment. Child is a police officer's child.	Teacher prosecuted but acquitted by court; public calls for teacher protection law.	kumparan+3
2024	SDN 27 Doule, Bombana	Teacher (Masse) reported by parent after discipline incident.	Case mediated with local police; resolved without criminal action.	kumparan
2025	SMPN 1 Prabumulih,	Principal dismissed after	Dismissal went viral; eventually retracted	metrotvnews+1 youtube

	Sumatera Selatan	reprimanding the mayor's child for bringing a car to school.	after government review and public outcry.	
2025	Madrasah Diniyah, Demak	Teacher (Ahmad Zuhdi) legally fined after discipline-related complaint by parent.	Teacher paid court-ordered compensation after parent won lawsuit.	nu
2025	SMA/SMK in West Java	133 school principals dismissed en masse for insisting on unconstitutional study tour policy (incident triggered by parent activism).	Dismissal confirmed by governor, some principals later reinstated via appeal.	gerakanpis
2025	Bantul, DI Yogyakarta	Several teachers dismissed for harassment or violation, most cases reported by parents.	Some teachers fired, some reassigned; all cases followed strict government protocols.	regional.espos

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2022	SMAN 2 Labuhanbatu, North Sumatra	Parent (local civil servant) accused teacher of abuse; criminal report filed following classroom discipline.	Teacher successfully defended in court; school held reconciliation meeting.	dpd
2023	SD Kesambi, Cirebon	Teacher sanctioned and temporarily	Teacher reinstated after mediation and public advocacy	detik

		suspended after parent complaint regarding discipline method.	(teacher unions, PGRI).	
2024	SDN 4 Baito, Konawe Selatan	Teacher (Supriyani) reported and tried after parent alleged mistreatment. Child is a police officer's child.	Teacher prosecuted but acquitted by court; public calls for teacher protection law.	kumparan+3
2024	SDN 27 Doule, Bombana	Teacher (Masse) reported by parent after discipline incident.	Case mediated with local police; resolved without criminal action.	kumparan
2025	SMPN 1 Prabumulih, Sumatera Selatan	Principal dismissed after reprimanding the mayor's child for bringing a car to school.	Dismissal went viral; eventually retracted after government review and public outcry.	metrotvnews+1 youtube
2025	Madrasah Diniyah, Demak	Teacher (Ahmad Zuhdi) legally fined after discipline-related complaint by parent.	Teacher paid court-ordered compensation after parent won lawsuit.	nu
2025	SMA/SMK in West Java	133 school principals dismissed en masse for insisting on unconstitutional study tour policy (incident triggered by parent activism).	Dismissal confirmed by governor, some principals later reinstated via appeal.	gerakanpis
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Teachers constitute legal subjects entitled to protection under Law No. 14/2005 on Teachers and Lecturers (Article 13), which mandates professional security and due process in disciplinary matters. However, the cases analyzed (2020-2025) reveal a normative vacuum no statutory limits exist on parental criminal reporting, creating legal uncertainty for educators exercising legitimate disciplinary authority.

Due process of law principles were consistently violated through immediate suspensions and terminations without investigation (SDN Cimahi 2021, SD Kesambi 2023), contravening constitutional fair trial guarantees (UUD 1945 Article 28D(1)). Proportionality of sanctions failed as minor discipline incidents triggered disproportionate career-ending measures, disproportionate to child-friendly discipline standards (Permendikbud No. 82/2015).

The non-criminalization principle in educational settings remains unenforced, with teachers facing police reports for routine classroom management. This enforcement gap stems from weak institutional mechanisms and cultural shifts prioritizing parental authority over professional educator autonomy.

C. CONCLUSION

This article confirms that conflicts between parents and schools regarding student discipline in Indonesia are not incidental phenomena, but rather systemic issues that have persisted and become increasingly complex over 2020-2025. Based on normative juridical analysis of statutory regulations and documented cases, the study finds ongoing tension between parental authority and school autonomy, exacerbated by unclear boundaries, weak communication, and growing parental tendencies toward legal action and public pressure against educators.

The findings indicate excessive parental reactions frequently lead to teacher criminalization, principal dismissals, and legal/financial sanctions despite eventual exonerations. The ideal legal protection model consists of three integrated components: 1) Preventive protection through disciplinary guidelines and SOPs delineating teacher authority boundaries; 2) Procedural protection via mandatory mediation before criminal reporting; and 3) Repressive protection establishing statutory limits on criminal reporting for routine classroom discipline. Cases resolved through mediation demonstrate non-litigation mechanisms better safeguard both child best interests and teacher professional integrity.

Legal protection must function as a balancing mechanism not an instrument of intimidation. Child protection and teacher protection should be pursued through clearer legal frameworks, standardized disciplinary guidelines, and strengthened school-parent cooperation based on mutual trust. Policy reforms must define rights and responsibilities, expand educational mediation, and enhance legal literacy among parents, educators, and policymakers to foster a safe, fair, and sustainable learning environment.

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