

## The Role Of The Teacher Professional Organization (PGRI) In Protecting Teacher Profession Disputes

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**Abstract:** This study examines the role of the Indonesian Teachers Association (PGRI) in protecting the professional rights of teachers involved in professional disputes at SD Negeri 2 Dadapan, Rembang Regency. The research was conducted using a qualitative approach, with data collected through interviews, observations, and documentation. The findings revealed that teachers at SD Negeri 2 Dadapan often face professional disputes, including conflicts with school principals, unilateral termination of employment, accusations of ethical violations without sufficient evidence, and criminalisation of teachers for disciplining students. The PGRI plays a significant role in providing legal assistance and advocacy, offering mediation services, and helping to resolve disputes through legal means. However, despite the efforts, challenges persist in implementing legal protections for teachers, mainly due to limited resources and a lack of coordination between PGRI and other related parties. This study highlights the importance of PGRI safeguarding teachers' professional rights. It suggests improvements in the organisation's capacity, mediation strategies, and coordination with government agencies for more effective protection of teachers' rights.

**Keywords:** Teacher Professionalism, PGRI (Indonesian Teachers Association), Conflict Resolution, Mediation Strategies, Effective Protection.

### Introduction

The teaching profession is one of the key occupations in advancing a country. A teacher not only functions as an educator but also as a guide, trainer, and student role model. However, teachers often encounter challenges, including disputes about their professionalism, rights, and responsibilities. Teacher professional associations, such as the Indonesian Teachers' Union (PGRI), play a vital role in defending and protecting teachers' rights. PGRI serves as a platform for struggle and protection for the teaching profession when facing disputes or conflicts, whether with schools, the government, or other parties<sup>1</sup>. PGRI

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<sup>1</sup> Sutrisno, R., and M. Taufiq. "Peran PGRI dalam Menangani Perselisihan Profesi Guru." *Jurnal Hukum Pendidikan*, vol. 10, no. 1, 2017, pp. 25-33.

(Persatuan Guru Republik Indonesia) has a significant role in promoting the advancement of teachers in Indonesia because this organisation serves as a forum for teachers across the country to unite, coordinate, and collaborate in facing various challenges and advancing the education sector in the country<sup>2</sup>. PGRI is a place for teachers to enhance, acquire, secure, and defend their fundamental rights as individuals, citizens, and members of society<sup>3</sup>. PGRI is expected to be more consistent in advocating for teachers' material and spiritual welfare, ensuring that they receive appropriate compensation<sup>4</sup>.

In the teaching profession, teachers are bound by professional ties, ethical codes, and professional organisations with the authority to regulate professional matters. PGRI is a legally established association founded and managed by teachers as a platform to develop professionalism, advocate for legal protection, safeguard occupational safety, and gather and channel the inspiration of its members. PGRI is essential in defending teachers' human rights and dignity, especially in their profession and welfare<sup>5</sup>. Regulations on teacher professional organisations are outlined in Law No. 14 of 2005 concerning Teachers and Lecturers, which states that teachers must establish an independent professional organisation. The purpose of the professional organisation is to advance the profession, enhance careers, improve competence, provide professional protection, offer broad insights into education, serve the community, and enhance the welfare of teachers<sup>6</sup>.

However, the ideal role of PGRI is expected to focus more on strengthening the professionalism of teachers and enhancing their welfare. Ideally, PGRI should function not only as a provider of legal protection but also as an advocate that effectively fights for the rights of teachers<sup>7</sup>. Furthermore, PGRI is expected to develop teachers' competencies through continuous training programs and advocate for

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<sup>2</sup> Kurniawati, S. "Meningkatkan Peran PGRI dalam Perlindungan Profesi Guru." *Jurnal Pendidikan Indonesia*, vol. 12, no. 4, 2020, pp. 102-111.

<sup>3</sup> Yuniastutik, L. "PGRI sebagai Organisasi Profesi: Advokasi dan Peranannya dalam Mengembangkan Kualitas Guru." *Jurnal Pendidikan dan Pengajaran*, vol. 18, no. 1, 2013, pp. 65-78.

<sup>4</sup> Ismail, A., and P. Ginting. "Pengaruh PGRI terhadap Profesionalisme Guru di Indonesia." *Jurnal Pengembangan Pendidikan*, vol. 14, no. 1, 2019, pp. 23-31.

<sup>5</sup> Sutrisno, M., and T. Suryani. "Organisasi Profesi dan Perlindungan Guru: Perspektif PGRI." *Jurnal Sosial dan Pendidikan*, vol. 9, no. 1, 2021, pp. 41-50.

<sup>6</sup> Hidayat, S., and H. Salim. "Peran Organisasi Profesi dalam Perlindungan Hukum Guru." *Jurnal Pendidikan*, vol. 10, no. 2, 2018, pp. 45-52.

<sup>7</sup> Prasetyo, B. "Pentingnya Advokasi PGRI dalam Perlindungan Guru." *Jurnal Pendidikan Indonesia*, vol. 15, no. 3, 2020, pp. 89-96.

more favourable policies regarding education and welfare<sup>8</sup>.

However, in practice, PGRI often faces limitations in this role. Although PGRI has made significant efforts to provide advocacy and legal assistance to teachers involved in disputes, bureaucratic obstacles and a lack of resources often present essential challenges. In many cases, mediation conducted by PGRI does not always succeed, and conflicts frequently continue to more formal legal channels, which require significant time and costs<sup>9</sup>. PGRI is expected to strengthen its role in advocacy, not only in mediation but also in providing more comprehensive legal protection for its members. As a professional organisation, PGRI needs better mechanisms for resolving disputes involving teachers, especially those related to ethical violations, unilateral termination of employment, or criminalisation of teachers. Through capacity building and integration with other legal institutions, PGRI can be more effective in protecting the rights of teachers in Indonesia<sup>10</sup>.

## Literature Review

The Indonesian Teachers' Association (PGRI) is a professional organisation for teachers that functions to advance the profession and improve competence, career, educational insight, professional protection, welfare, and service to society. In addition, PGRI is also authorised to establish and enforce a teacher code of ethics, provide legal assistance to teachers, offer professional protection, carry out professional development, and promote national education<sup>11</sup>. PGRI is the largest professional teacher organisation in Indonesia, founded in 1945. It serves as a platform for teacher solidarity and as an advocacy and protection agency for its members in matters related to the profession<sup>12</sup>. According to Nugroho<sup>13</sup>, PGRI plays a crucial role in maintaining the

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<sup>8</sup> Setiawan, H., and L. Wijayanti. "Peran PGRI dalam Pengembangan Kompetensi Guru di Indonesia." *Jurnal Pendidikan dan Kebudayaan*, vol. 13, no. 2, 2021, pp. 58-67.

<sup>9</sup> Lestari, D. "Tantangan PGRI dalam Penyelesaian Sengketa Profesi Guru." *Jurnal Hukum dan Pendidikan*, vol. 5, no. 2, 2020, pp. 66-75.

<sup>10</sup> Riyanto, D., and A. Prabowo. "Penyelesaian Sengketa Profesi Guru melalui PGRI." *Jurnal Pendidikan Nasional*, vol. 8, no. 1, 2019, pp. 90-98.

<sup>11</sup> Natawidjaja, A. "Peran dan Fungsi PGRI dalam Pengembangan Pendidikan Nasional." *Jurnal Kebijakan Pendidikan*, vol. 15, no. 2, 2018, pp. 98-110.

<sup>12</sup> Yuniastutik, L. "PGRI sebagai Organisasi Profesi: Advokasi dan Peranannya dalam Mengembangkan Kualitas Guru."

<sup>13</sup> Nugroho, H. "Pendidikan dan Perlindungan Profesi Guru: Peran PGRI dalam Peningkatan Kesejahteraan Guru." *Jurnal Pendidikan Nasional*, vol. 7, no. 3, 2019, pp. 45-60.

welfare and quality of education in Indonesia, with its main objective being the defence of teachers' rights and the improvement of education quality throughout the country.

As an organisation formed to protect the teaching profession, PGRI has a highly strategic goal of advancing Indonesia's educational world. The establishment of PGRI aims to build solidarity among teachers in Indonesia and provide protection for their rights, both in professional, social, and legal aspects<sup>14</sup>. PGRI also seeks to enhance the quality and welfare of teachers through various programs and policies that support professional development and career advancement for teachers<sup>15</sup>. This aligns with Hadi's<sup>16</sup> statement, which asserts that PGRI is an organisation with a central role in ensuring that teachers in Indonesia receive adequate legal protection and improved welfare through their roles in education.

The role is the behaviour regulated and expected from someone in a particular position. It can be understood as a set of behaviours expected in a system. In this case, PGRI, as a professional organisation for teachers, has a highly strategic role in supporting the progress of education and improving the quality of life for teachers<sup>17</sup>. Some of the key roles of PGRI include: (1) Representation and Advocacy: PGRI functions as a representative and spokesperson for teachers to fight for their rights and interests. The organisation defends teachers' rights, including fair wages, allowances, social protection, and a conducive work environment<sup>18</sup>. (2) Improvement of Teacher Quality: PGRI is actively involved in improving the quality of education in Indonesia by focusing on increasing teacher competence. Various training sessions, seminars, and workshops are organised to enhance the competencies and professionalism of teachers in teaching and delivering lesson material<sup>19</sup>. (3) Curriculum and Learning Development: PGRI plays a role in

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<sup>14</sup> Hidayat, F., and S. Supriyadi. "PGRI: Organisasi Profesi untuk Meningkatkan Karir dan Kesejahteraan Guru di Indonesia." *Jurnal Manajemen Pendidikan*, vol. 6, no. 2, 2017, pp. 122-135.

<sup>15</sup> Utami, S. Pengaruh Peran PGRI dalam Pembinaan Profesionalisme Guru di Indonesia, *Jurnal Pengembangan Pendidikan*, vol. 14, no. 1, 2018, pp. 23-34

<sup>16</sup> Hadi, S. "PGRI sebagai Wadah Perjuangan Guru Indonesia." *Jurnal Pendidikan dan Pembelajaran*, vol. 12, no. 1, 2020, pp. 75-89.

<sup>17</sup> Yuniastutik, L. "PGRI sebagai Organisasi Profesi: Advokasi dan Peranannya dalam Mengembangkan Kualitas Guru."

<sup>18</sup> Supriyadi, A. "Advokasi dan Perlindungan Profesi Guru oleh PGRI: Sebuah Kajian Implementasi." *Jurnal Manajemen Pendidikan*, vol. 11, no. 4, 2020, pp. 98-112.

<sup>19</sup> Yuniastutik, L. "PGRI sebagai Organisasi Profesi: Advokasi dan Peranannya dalam Mengembangkan Kualitas Guru."

providing input to the government regarding the development of curricula and teaching methods that are appropriate to the conditions and needs in the field. Through its participation in this process, PGRI ensures that the interests of both teachers and students are prioritised<sup>20</sup>. (4) Career Development and Recognition: PGRI strives to enhance the status and recognition of teachers. Through advocacy efforts and dialogues with the government, PGRI works to improve teachers' welfare, increase career development opportunities, and provide appropriate recognition for outstanding teachers<sup>21</sup>. (5) Professionalism Enhancement: PGRI plays a role in enhancing the professionalism of teachers by encouraging its members to continue learning and stay updated with the latest developments in the field of education. This aims to ensure that teachers are always prepared to face the demands of the times and provide relevant and high-quality education to students<sup>22</sup>. (6) Strengthening Solidarity and Cooperation: PGRI plays an essential role in strengthening solidarity among teachers in Indonesia. Teachers can collectively overcome challenges and advance their profession through coordination and cooperation. (7) Empowerment of Female Teachers: PGRI is also committed to encouraging the empowerment of female teachers, providing equal opportunities, and addressing gender issues in education<sup>23</sup>.

Teacher professional disputes encompass internal school problems, conflicts with school principals, administrative matters, discrimination, unfair transfers, and legal issues arising from teaching duties. Some common disputes include (1) Unilateral termination of employment and (2) Allegations of ethical violations without clear evidence. (3) Criminalisation of teachers due to disciplining students. (4) Unfair transfers or demotions without legal grounds. PGRI protects teachers in professional disputes by providing legal assistance, mediation, and advocacy against unjust policies<sup>24</sup>.

As the largest professional organisation in Indonesia, PGRI plays a

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<sup>20</sup> Natawidjaja, A. "Advokasi PGRI dalam Kasus Hukum Guru di Indonesia." *Jurnal Ilmu Hukum*, vol. 7, no. 3, 2018, pp. 200–212.

<sup>21</sup> Prasetyo, B. Utomo. "Pengembangan Karir dan Peningkatan Kesejahteraan Guru oleh PGRI." *Jurnal Kepemimpinan Pendidikan*, vol. 8, no. 1, 2016, pp. 75-88.

<sup>22</sup> Setiawan, H., and L. Wijayanti. "Peran PGRI dalam Pengembangan Kompetensi Guru di Indonesia."

<sup>23</sup> Prasetyo, B. Utomo. "Pengembangan Karir dan Peningkatan Kesejahteraan Guru oleh PGRI."

<sup>24</sup> Supriyadi, A. "Advokasi dan Perlindungan Profesi Guru oleh PGRI: Sebuah Kajian Implementasi."

significant role in protecting its members from various professional disputes. Here are some of PGRI's primary roles in this context: (1) Advocacy and Legal Assistance: PGRI has a Legal Consultation and Assistance Agency (LKBH) at various levels, which is ready to provide legal assistance and support to teachers facing legal issues related to their profession. This includes cases such as claims from parents, accusations of violence, or personnel issues<sup>25</sup>. (2) Mediation and Dispute Resolution: PGRI can act as a mediator in disputes between teachers and other parties, such as the school, parents, or even fellow teachers. The aim is to find a fair and peaceful solution for all parties<sup>26</sup>. (3) Professional Protection and Code of Ethics: PGRI has a code of ethics for teachers, which guides professional behaviour. The organisation plays a role in enforcing this code and defending members unjustly accused of violating it<sup>27</sup>.

## Research Methods

This research uses a qualitative approach with a case study research type. A qualitative approach was chosen because it provides a deep and holistic understanding of the phenomenon that occurs, especially in the context of the role of PGRI in protecting the teaching profession facing disputes at SD Negeri 2 Dadapan, Rembang Regency. Sugiyono<sup>28</sup> states that qualitative research is suitable for understanding a phenomenon in a more complex and natural context, and it produces more in-depth data. This study aims to explore in depth how PGRI plays a role in resolving disputes involving teachers and the steps taken by PGRI to protect teachers' rights. This research also attempts to understand how existing policies and regulations can influence the process of resolving teacher professional disputes.

The location of this research was conducted at SD Negeri 2 Dadapan, Rembang Regency, which became the site of a professional conflict involving a teacher who received assistance from PGRI Rembang

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<sup>25</sup> Sutrisno, B. "Peran PGRI dalam Menanggulangi Perselisihan Profesi Guru: Pendekatan Hukum dan Mediasi." *Jurnal Hukum Pendidikan*, vol. 7, no. 2, 2017, pp. 200-213

<sup>26</sup> Prasetyo, B. Utomo. "Pengembangan Karir dan Peningkatan Kesejahteraan Guru oleh PGRI."

<sup>27</sup> Supriyadi, A. "Advokasi dan Perlindungan Profesi Guru oleh PGRI: Sebuah Kajian Implementasi."

<sup>28</sup> Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta, 2017.

Regency. According to Arikunto<sup>29</sup>, the selection of the research location should be based on its relevance to the topic being studied and the researcher's ability to access information directly. The subjects of this study consist of the teachers involved in the dispute, the PGRI Rembang Regency administrators who provide legal assistance, and other related parties such as the school principal and representatives of the student's parents. This study aims to obtain more comprehensive and balanced data by involving various directly involved parties.

This study's data collection techniques include in-depth interviews, observation, and document study. Interviews were conducted with parties directly involved in the professional dispute, including the teacher who experienced the conflict, PGRI administrators, and the school principal. Moleong<sup>30</sup> explains that in-depth interviews in qualitative research allow researchers to explore more detailed information about the experiences and perspectives of respondents. Observations were made to observe the mediation and dispute resolution processes conducted by PGRI. The researcher also collected relevant documents, such as written reports, official letters from the school, and documents related to the dispute case that occurred.

The instrument used in this study is an interview guide prepared in advance. This interview guide includes questions designed to explore respondents' understanding of PGRI's role in resolving teacher professional disputes, the types of conflicts that occurred, and the steps PGRI took to protect teachers' rights. In line with Creswell's<sup>31</sup> opinion, a clear and structured interview guide is essential to ensure that the data obtained is relevant to the research objectives and provides an in-depth understanding of the studied topic.

Data analysis in this study was conducted using descriptive qualitative analysis techniques. The data from interviews, observations, and documentation were analysed by organising, grouping information based on themes, and interpreting the data received. Sugiyono<sup>32</sup> states that in qualitative research, data analysis is done continuously and begins from the data collection stage until the preparation of the research report. This analysis technique allows the researcher to identify

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<sup>29</sup> Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta, 2018.

<sup>30</sup> Moleng, L. J. *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya, 2017.

<sup>31</sup> Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed., Sage Publications, 2014

<sup>32</sup> Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*

patterns and central themes that can provide deeper insights into PGRI's role in protecting the teaching profession.

To ensure the validity of the data, this study uses triangulation, which involves comparing data obtained from various sources and methods. Moleong<sup>33</sup> explains that triangulation is essential in qualitative research to enhance the credibility of the research results. In addition, to ensure the validity of the data, the researcher also conducted member checking by asking several respondents to confirm the accuracy of the information obtained during the interviews.

Overall, this research follows a procedure that consists of problem identification, data collection through interviews and observations, data analysis, and research report preparation. This research also adheres to research ethics by maintaining the confidentiality of respondents' identities and using the research results solely for academic purposes. As explained by Arikunto<sup>34</sup>, research ethics are fundamental to ensure that the research is conducted responsibly and respects the rights of research participants.

## Results and Discussions

Based on this research, the professional disputes frequently encountered by teachers at SD Negeri 2 Dadapan involve several aspects. First, there is a conflict with the school principal regarding administrative decisions and the management of educators. In many cases, these administrative conflicts arise due to differing views on task division, performance evaluations, and the management of educational resources at the school. Second, issues of unilateral termination of employment by the school without a clear legal basis. Such termination typically occurs due to disagreements regarding the teacher's performance or other personnel-related matters. Third, there are allegations of ethical violations against teachers without sufficient evidence. Such accusations often arise from dissatisfaction by students or parents with the teacher's teaching methods or disciplinary policies. Fourth, there are cases of criminalisation of teachers due to actions taken to discipline students, such as the case involving a teacher, Sutrisno, who was involved in a minor assault incident resulting in injury to a student named Cahyono.

These problems indicate that teacher professional disputes not

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<sup>33</sup> Moleng, L. J. *Metodologi Penelitian Kualitatif*,

<sup>34</sup> Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktik*.

only involve administrative or professional issues but also ethical and legal matters that often affect the reputation and rights of teachers. Such conflicts can potentially damage relationships within the educational community and disrupt the stability of the teaching profession. This aligns with Hidayat's<sup>35</sup> statement, which asserts that ethical and professional issues are two crucial aspects influencing the performance and quality of a teacher. Furthermore, Budi<sup>36</sup> argues that administrative conflicts often arise due to disagreements regarding operational standards and working methods between individuals in an educational institution.

As a professional organisation, PGRI plays a crucial role in protecting the rights of teachers involved in professional disputes. Based on the findings of this study, PGRI has taken several strategic steps, including advocacy and providing legal assistance to teachers engaged in disputes. PGRI also acts as a mediator, attempting to find peaceful solutions through mediation between teachers and other parties involved in the conflict, such as parents or the school.

The advocacy carried out by PGRI is evident in the case at SD Negeri 2 Dadapan, where PGRI Rembang Regency was actively involved in providing legal assistance to Sutrisno, the teacher involved in the incident. PGRI also helped approach the student's family to seek a fair and peaceful resolution. This aligns with Yuniastutik's<sup>37</sup> statement that PGRI's role is to provide legal assistance and advocacy for teachers facing legal issues arising from their duties. Additionally, Peralta<sup>38</sup> adds that the legal advocacy performed by professional organisations in Indonesia significantly minimises injustices experienced by members of the profession.

Furthermore, PGRI provides training and capacity-building for its members to deal with conflicts. This is crucial because strengthening teachers' capacity to understand their rights and existing legal procedures can prevent larger disputes in the future. For example, PGRI regularly organises seminars and workshops on professional ethics, legal

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<sup>35</sup> Hidayat, R. "Masalah Etika dan Profesionalisme dalam Pendidikan: Perspektif Guru." *Jurnal Pendidikan dan Hukum*, vol. 10, no. 1, 2019, pp. 45-60.

<sup>36</sup> Budi, L. "Konflik dalam Administrasi Pendidikan: Penyebab dan Penyelesaiannya." *Jurnal Manajemen Pendidikan*, vol. 6, no. 4, 2018, pp. 76-82.

<sup>37</sup> Yuniastutik, L. "PGRI sebagai Organisasi Profesi: Advokasi dan Peranannya dalam Mengembangkan Kualitas Guru."

<sup>38</sup> Peralta, A. "Advocacy and Legal Support in Education: The Role of Teacher Associations." *Journal of Educational Policy*, vol. 22, no. 3, 2020, pp. 312-329.

protection, and conflict management in schools, which teachers in the region attend<sup>39</sup>. This is also in line with a study by Kurniawan<sup>40</sup>, which shows that strengthening teachers' professional capacity through continuous training can prevent the emergence of professional disputes.

In addition to advocacy, PGRI provides mediation services to resolve disputes between teachers and related parties. In this case, the mediation process conducted by PGRI demonstrates the organisation's commitment to supporting peaceful conflict resolution involving various parties, such as the village head and local PGRI administrators. However, despite several mediation attempts, peaceful resolution was not always achieved, and the case was eventually taken to the legal arena, requiring PGRI to provide further assistance throughout the judicial process. PGRI also advocates for stronger regulations to protect teachers by proposing rules to the government, as outlined in Law No. 14 of 2005 on Teachers and Lecturers, which regulates the protection of the teaching profession<sup>41</sup>. However, despite existing teacher protection regulations, implementing these protections remains limited. It requires further strengthening, especially in terms of legal protection against the criminalisation of teachers, which often occurs in the field. This is consistent with findings from research by Hidayat<sup>42</sup>, which shows that although regulations exist, the application of legal protections for teachers is still minimal and depends on the awareness and resources of professional organisations such as PGRI.

In the SD Negeri 2 Dadapan case, PGRI has shown a significant role in providing legal protection to teachers. PGRI offered legal assistance and engaged in mediation to seek a peaceful solution. However, mediation was unsuccessful in some cases, and the case had to be resolved through legal channels. The outcome of this case was a court decision that provided a lighter sentence than the initial demands, indicating that PGRI's role in providing advocacy and legal assistance positively impacted fighting for justice for teachers<sup>43</sup>.

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<sup>39</sup> Prasetyo, B. "Pentingnya Advokasi PGRI dalam Perlindungan Guru."

<sup>40</sup> Kurniawan, I. "Pelatihan Berkelanjutan sebagai Upaya Pencegahan Konflik Profesi Guru." *Jurnal Pendidikan dan Pengembangan Profesional*, vol. 8, no. 1, 2021, pp. 102-115.

<sup>41</sup> Supriyadi, D. "Perlindungan Hukum bagi Guru dalam Undang-Undang Nomor 14 Tahun 2005." *Jurnal Hukum dan Pendidikan*, vol. 5, no. 2, 2020, pp. 123-135.

<sup>42</sup> Hidayat, S., and H. Salim. "Peran Organisasi Profesi dalam Perlindungan Hukum Guru."

<sup>43</sup> Natawidjaja, A. "Peran dan Fungsi PGRI dalam Pengembangan Pendidikan Nasional."

PGRI also raises legal awareness among teachers by organising various seminars and workshops to provide an understanding of their rights and obligations. This is important to reduce the number of disputes in the future because teachers with a good knowledge of the law will be better able to avoid legal problems and deal with them appropriately.

However, despite the many efforts made by PGRI, challenges still exist. One of the main challenges is the limited resources that PGRI has to provide comprehensive legal assistance to all teachers facing disputes. Additionally, the existing regulations still cannot fully offer comprehensive protection for teachers. Therefore, improvements in the legal protection system for the teaching profession are still needed to ensure that their rights are truly guaranteed. Another challenge PGRI faces is the lack of coordination between this professional organisation, local governments and other educational institutions.

In many cases, PGRI fights alone to advocate for teachers' rights, and this becomes a significant challenge when resources are limited. For example, in the SD Negeri 2 Dadapan case, although PGRI assisted, it also faced difficulties organising mediation involving the student's family and the school. This highlights the importance of synergy between various parties in supporting the teaching profession, as suggested by Hidayat<sup>44</sup>.

## Conclusion

This study reveals that PGRI plays a crucial role in protecting the teaching profession at SD Negeri 2 Dadapan, Rembang Regency, particularly in addressing various forms of disputes that arise. Common disputes teachers face include administrative conflicts with the school principal, unilateral termination of employment, accusations of ethical violations without sufficient evidence, and cases of criminalisation of teachers. PGRI plays an active role through legal advocacy, assistance in mediation, and dispute resolution to protect the rights of teachers. However, challenges in providing legal protection for teachers still exist, particularly regarding limited resources and the lack of coordination between PGRI and other related parties. Therefore, while PGRI's role is already highly significant, there is still room for improvement in implementing teacher professional protection.

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<sup>44</sup> Hidayat, S., and H. Salim. "Peran Organisasi Profesi dalam Perlindungan Hukum Guru."

It is recommended that PGRI strengthen its capacity to provide legal assistance by increasing the number of skilled human resources to provide legal aid to teachers. In addition, PGRI needs to expand training and seminar programs related to teachers' rights and legal procedures and optimise mediation to resolve disputes more effectively. PGRI should also enhance coordination with local governments and other educational institutions to create a more comprehensive professional protection system. Finally, there needs to be an evaluation and improvement of existing regulations to ensure that legal protection for teachers is stronger and can be implemented optimally in the field.

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