

LEGAL PROTECTION OF STUDENTS WHO ARE VICTIMS OF ABUSE OF EDUCATORS IN ASAHAN DISTRICT IN TERMS OF LAW NO. 35 OF 2014 CONCERNING CHILD PROTECTION

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Abstract: This study examines the violence of educators against their students that occurred in the Asahan District. This case is interesting to study because educators should not perpetrate violence against their students, and students should receive guaranteed protection from such acts of violence. The focus of the problems studied is: 1) forms of legal protection provided by Law No. 35 of 2014 for students, and 2) the role of the government, school supervisors and education staff in providing legal protection for students who experience acts of abuse by educators in the school environment. This type of research is qualitative with a juridical and normative approach. This study found that the role of the Asahan District Government in efforts to prevent acts of abuse and violence against students/children both within the school environment and outside the school environment is by establishing a Child-Friendly District (LKA) as a form of concern for child growth and development and safe and comfortable life for children. The role of the Asahan Regency Government in efforts to prevent acts of abuse and violence against students/children both within the school environment and outside the school environment is by establishing a Child-Friendly District (LKA) as a form of concern for child growth and development and safe and comfortable life for children. Legal protection for children that has been carried out, if based on Law No. 35 of 2014, more serious efforts are needed so that the realization of the values of the law can be realized properly.

Keywords: *Legal Protection; Student; victims; abuse*

Abstrak: Penelitian ini mengkaji kekerasan para pendidik terhadap para siswanya yang terjadi di Kabupaten Asahan. Kasus ini menarik diteliti karena kekerasan tidak seharusnya dilakukan oleh pendidik terhadap peserta didiknya, dan peserta didik seharusnya mendapat jaminan perlindungan dari tindak kekerasan tersebut. Fokus permasalahan yang dikaji adalah: 1) bentuk-bentuk perlindungan hukum yang diberikan oleh Undang-Undang No 35 Tahun 2014 bagi peserta didik, dan 2) peran pemerintah, pengawas sekolah dan tenaga kependidikan dalam memberikan perlindungan hukum bagi peserta didik yang mengalami tindak penganiayaan oleh tenaga pendidik dilingkungan sekolah. Jenis penelitian ini adalah kualitatif dengan pendekatan yuridis dan normatif. Penelitian ini menemukan bahwa peranan Pemerintah Kabupaten Asahan dalam upaya pencegahan tindakan penganiayaan maupun kekerasan terhadap peserta didik/anak baik dilingkungan sekolah maupun diluar lingkungan sekolah yaitu dengan membentuk Kabupaten Layak Anak (LKA) sebagai wujud kepedulian terhadap tumbuh kembang anak dan keberlangsungan hidup yang aman dan nyaman bagi anak. Peranan Pemerintah Kabupaten Asahan dalam upaya pencegahan tindakan penganiayaan maupun kekerasan terhadap peserta didik/anak baik dilingkungan sekolah maupun diluar lingkungan sekolah yaitu dengan membentuk Kabupaten Layak Anak (LKA) sebagai wujud kepedulian terhadap tumbuh kembang anak dan keberlangsungan hidup yang aman dan nyaman bagi anak. Perlindungan hukum terhadap anak yang sudah dilakukan, jika berdasarkan UU No 35 tahun 2014, perlu upaya lebih serius agar perwujudan dari nilai-nilai UU tersebut dapat terealisasi dengan baik.

Kata Kunci: *Perlindungan hukum; siswa; korban; kekerasan*

Introduction

Law No. 35 of 2014 concerning Child Protection emphasizes that "Children in the scope of education must obtain security and prosperity in their lives.¹ Students must avoid acts of persecution that cause violence, such as physical, psychological, and sexual crimes. Based on the law, it is clear that acts of violence or persecution are not allowed and are against the applicable legal regulations.² Abuse in the educational environment is a serious social problem. In education, the difference between assertiveness and violence is difficult to distinguish.³

Based on data on child abuse that occurred before the Covid-19 pandemic, the 2015 UNICEF report stated that violence against children occurred widely in Indonesia; namely, 40% of children aged 13-15 years reported having been physically attacked at least once a year, 26% reported having received physical punishment from their parents or caregivers at home, and 50% of children reported being bullied at school.⁴

Then released by the Indonesian Child Protection Commission (KPAI) in 2017, according to a survey by the International Center for Research on Women (ICRW), as many as 84% of children in Indonesia experience violence at school. The number of cases of violence in schools in Indonesia is higher than in Vietnam (79%), Nepal (79%),

Cambodia (73%) and Pakistan (43%).⁵

Of all cases of violence against children, 10 per cent were committed by educators/teachers. The most common forms of violence found were harassment or bullying and other forms of violence in the education sector, totalling 2,655 cases.⁶

Data compiled by the SYMPHONY KEMEN PPA (Ministry of Women and Children Protection Information System), the Ministry of PPA has received 4,116 reports of violence against children, and most reports are cases of sexual violence. From January to May 2020, there have been cases of violence against children, as many as 68 victims of exploitation, 76 victims of TIP, 346 victims of child neglect, 979 victims of psychological violence, 1,111 victims of physical violence and 2,556 victims of sexual violence.⁷

Meanwhile, in Asahan District, North Sumatra Province, several examples of cases of persecution or violence can be seen, namely when 5 (five) students from the Public Elementary School (SDN) 016525 in Urung Pane Village, Setia Janji District, Asahan Regency in 2019, were allegedly abused by an individual Teacher at school. They were allegedly beaten with their hands and an eraser, resulting in bruises on their mouths. MK, the unscrupulous teacher, carried out the incident because the five students were noisy in class while studying.⁸

Then the case of beating students also

¹ Shinta Nurhidayati Salam and others, 'Perlindungan Hukum Terhadap Hak Anak Menurut Undang-Undang Nomor 35 Tahun 2014 Tentang Perlindungan Anak', ... of Training and ..., 2.2 (2020).

² F Mayar, Y Herwati, and M Misrayeti, 'Urgensi Penyelenggaraan Perlindungan Anak Dalam Peningkatan Kreativitas Anak Usia Dini', *Jurnal Pendidikan Tambusai*, 3.3 (2019).

³ Mirsal Gani, 'Perlindungan Anak Dari Kekerasan', *QUANTUM: Jurnal Ilmiah Kesejahteraan Sosial*, 14.1 (2018).

⁴ Ulfah Farida Kustanty, 'PENCEGAHAN, PERLINDUNGAN DAN PENANGANAN KEKERASAN TERHADAP ANAK DAN REMAJA', *Jurnal Harkat: Media Komunikasi Gender*, 14.2 (2019) <<https://doi.org/10.15408/harkat.v14i2.12817>>.

⁵ KPAI, 'Sejumlah Kasus Bullying Sudah Warnai Catatan Masalah Anak Di Awal 2020, Begini Kata Komisioner KPAI', 10 Februari 2020, 2020.

⁶ Kayus Kayowuan Lewoleba and Muhammad Helmi Fahrozi, 'Studi Faktor-Faktor Terjadinya Tindak Kekerasan Seksual Pada Anak-Anak', *Esensi Hukum*, 2.1 (2020) <<https://doi.org/10.35586/esensihukum.v2i1.20>>.

⁷ Anwar Hidayat, 'Kekerasan Terhadap Anak Dan Perempuan', *SCHOULID: Indonesian Journal of School Counseling*, 5.2 (2020) <<https://doi.org/10.23916/08702011>>.

⁸ Ari Dermawan, 'Peran Dinas P2KBP3 Kabupaten Asahan Dalam Memberikan Perlindungan Hukum Terhadap Perempuan Dan Anak', *DOKTRINA: JOURNAL OF LAW*, 2.1 (2019) <<https://doi.org/10.31289/doktrina.v2i1.2381>>.

occurred in Rawang Lama Village, Rawang Panca Arga District, carried out by unscrupulous teachers as educators at the State Islamic Elementary School school. The victims of the abuse experienced swollen eyes and bruised cheeks.

Not only persecution, the author even found cases of obscenity committed by reciting teachers. The incident occurred in Bangun Sari Village, Sea Glare District, Asahan Regency. The case of sexual abuse was committed by a teacher with the initials AS (18) against a 15-year-old student who studied in her room. The US suspect had intercourse with the victim because he would marry her..

In another case, a YP Diponegoro Kisaran teacher with the initials AZ was reported to the Asahan Police because he was suspected of having discriminated against a female student with the initials TS because he did not participate in extracurricular activities.

Furthermore, the Asahan Police's women and child protection unit (PPA) also arrested a teacher named MIA, a Sei Alim Hasak Village resident, Sei Dadap District, Asahan District. This 25-year-old teacher was arrested for daring to sexually abuse D (12) in his bedroom at a boarding school in Sei Dadap District, Asahan Regency. In carrying out its action, MIA invited the victim to sleep in his room. The perpetrator had acted indecently on the victim several times by approaching him first. "After approaching and giving attention, the perpetrator also gave pocket money to the victim and also food," As a result, the perpetrator was free to invite the victim to come to the perpetrator's room so that obscene acts were carried out repeatedly.⁹

Of the 5 (five) events above, this should have been avoided if an educator at school was able to understand the rules, teaching methods and models used in educating, teaching, and guiding to the stage of evaluating their students without having to violate norms and laws when giving punishment to these students. On the other hand, it is of particular concern that students

experience abuse or acts of violence that will affect their comfort and safety when in the school environment. This will also impact the mental attitude of students and other students. Therefore, the role of the government, law enforcement officials and the community needed to synergize and work together to realize education that is far from acts of violence or abuse, which are physical or psychological.

The legal protection provided, which is based on applicable laws, is certainly expected to make a real contribution to protecting students in pursuing their education. The sense of comfort in pursuing education means that the role of an educator/teacher is very important in fulfilling the rights of students in studying. A teacher must be able to set a good example for all his students both in the school environment and outside of school.¹⁰

Based on the explanations mentioned above, the researcher raised a study titled "Legal Protection of Students Experiencing Acts of Abuse by Educators in Asahan Regency in Review From Law no. 35 of 2014 concerning Child Protection.

Literature Review

Legal Protection Concept

Protection is an effort to give a sense of security to anyone who wants to be protected from an action that can be in the form of threats, harassment, terror and violence from those who try to commit crimes.¹¹ In this case, protection is aimed at students obtaining their educational rights inside and outside school.

Law is a rule made systematically to provide limits for humans in acting or doing

¹⁰ Anita Yuliastini and Rini Setiawati, 'Membangun Kesadaran Hukum Tentang Perlindungan Anak Bagi Guru', *JCES (Journal of Character Education Society)*, 3.3 (2020).

¹¹ Sri Subekti, Liliana Tedjosaputro, and Mashari Anon, 'LEGAL PROTECTION CONCEPT-SEPARATE MAINTENANCE FOR THE THIRD PARTY IN PRENUPTIAL AGREEMENT', *INTERNATIONAL JOURNAL OF CIVIL ENGINEERING AND TECHNOLOGY (IJCIET)*, 11.1 (2020) <<https://doi.org/10.34218/ijciet.11.1.2020.025>>.

⁹ Dermawan.

something that aims to create a sense of security, peace and comfort. With the existence of human law will be able to maintain and control an orderly life and away from the threats that occur in life. The concept of legal protection itself is how to stimulate parties, including law enforcement officials, to create a harmonious life through the legal basis or applicable legislation.¹²

Educator Concept

Educators or, in this case, teachers have professional abilities in educating, providing knowledge, skills and experience to others through formal and non-formal channels to educate the nation's life under the practice and mandate of the 1945 Constitution. Teachers are role models for children, transferring knowledge and character and shaping the personality of students expected to become quality young Indonesian generations.¹³

Law No. 14 of 2005 concerning Teachers and Lecturers, Article 20 letter d, states, "In carrying out professional duties the teacher is obliged to uphold laws and regulations, laws, the teacher's code of ethics and religious and ethical values". Article 6, paragraph (1) letter f of the Indonesian Teacher's Code of Ethics states, "Relations between teachers and students: (f) Teachers establish relationships with students based on compassion and avoid acts of physical violence that are outside the limits of educational norms".¹⁴

Implementation of child protection through Law No. 35 of 2014

Implementation of child protection through Law No. 35 of 2014 must be able to fulfil the realization of the implementation of the rights of students/children on the

following matters:¹⁵

1. Health

To protect children's rights to health, the government provides facilities and strives for comprehensive health so that every child gets optimal health insurance when he is in the womb. The provision of facilities and the implementation of these health efforts must be supported by the participation of the community as a whole.

These efforts can include promotive, curative, preventive and rehabilitative actions, from essential health to referrals. In principle, the family and parents are responsible for the child's health. If parents cannot carry out these responsibilities, the government is obliged to take over their care. The state, government, family and parents are obliged to make efforts so that the child born is protected from diseases that threaten the child's survival.¹⁶

2. Social

The law mandates the government's obligation to maintain and care for neglected children within and outside the institution. Definition of an institution is through a government or private institution. While outside the institution is a family or individual care system. The obligation of all parties is to organize and assist children so that children can participate, are free to receive oral or written information according to the stages of the child's age and development, are free to associate and gather, are free to rest, play, recreation and create art, and obtain play facilities that meet the requirements health and safety.

These efforts are adjusted to the child's ability level and environment so as not to disturb and hinder the child's growth and development. Suppose a child is abandoned

¹² Reza Fahlevi, 'Aspek Hukum Perlindungan Anak Dalam Prespektif Hukum Nasional', *Prenada Media*, 12 (2018).

¹³ Syarifah Rahmah, 'Pendidik Dan Pengembangan Profesi', *At-Tafkir*, 10.2 (2017).

¹⁴ Nasrun Nasrun, 'Profesi Pendidik: Tantangan Dan Harapan', *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 2.1 (2017) <<https://doi.org/10.17977/um027v2i12017p069>>.

¹⁵ Ratri Novi Erdianti and Nur Putri Hidayah, 'Study at Home During the Covid-19 Pandemic as a Legal Protection for Children's Rights in Indonesia', *Legality: Jurnal Ilmiah Hukum*, 28.2 (2020) <<https://doi.org/10.22219/ljih.v28i2.12491>>.

¹⁶ Nys Arfa, 'Sosialisasi Tentang Bahaya Narkotika Di Kalangan Sekolah Dasar Di Kecamatan Danau Teluk Kota Jambi', *Jurnal Karya Abdi Masyarakat*, 3.2 (2019) <<https://doi.org/10.22437/jkam.v3i2.8486>>.

because the parents neglect their roles and obligations. In that case, the competent institution may apply to the court to designate the child as an abandoned child, create a shelter, care for and care for it and oblige the government or institution authorized to prepare a place for the child.

3. Special Protection

Article 59 of Law Number 35 of 2014 requires the government and other state institutions to be responsible for providing special protection for children in emergencies with the following categories of children:

- a. Children are exploited economically and sexually

Special protection for children who are economically and sexually exploited is the obligation and responsibility of the government and society. Protection of exploited children can be carried out by disseminating information or outreach regarding the provisions of laws and regulations relating to the protection of children who are exploited economically or sexually; then, it can also be done by monitoring, reporting and imposing sanctions, as well as involving various government agencies—non-governmental organizations and communities in eliminating economic and sexual exploitation of children. To protect the child's interests, the law prohibits everyone from placing, doing, ordering to do or participating in the exploitation of children.¹⁷

- b. Child victims of physical or mental violence

Special protection for child victims of violence, including physical, psychological and sexual violence, is carried out through efforts, namely the dissemination and dissemination of the provisions of laws and regulations that protect child victims of acts

of violence; and monitoring, reporting, and imposing sanctions.¹⁸

Then Article 54 of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection states:

- a. Children within and within the education unit are required to receive protection from acts of physical and psychological violence, sexual crimes, and other crimes committed by educators, educational staff, fellow students, and other parties.
- b. The protection referred to in paragraph (1) is carried out by educators, educational staff, government officials, and the public.

That means children in the school environment must get protection from acts of violence from educators, education staff, fellow students, and other parties. So teachers as educators should not commit acts of violence against children at school. Law No. 35 of 2014 stipulates that everyone is prohibited from placing, allowing, doing, ordering to do, or participating in violence against children. Those who violate it will be imprisoned for 3 (three) years and 6 (six) months, and a maximum fine of IDR 72 million.

Methods

This study was field research, with its approach normative.¹⁹ Based on its nature, this research is a descriptive analysis in which, with the approach, what is stated by the research target is the person concerned, both written and oral, and is a real behavior. Then what is researched and studied by the research object is used to solve the proposed legal issues. The researcher has summarized the problem formulation in normative legal research, departing from the problem's background. Then the

¹⁷ Tizza Ihfada Faizal Dalag Patepa, 'PERLINDUNGAN KHUSUS BAGI ANAK MENURUT UNDANG-UNDANG NOMOR 35 TAHUN 2014 TENTANG PERUBAHAN ATAS UNDANG-UNDANG NOMOR 23 TAHUN 2002 TENTANG PERLINDUNGAN ANAK', *LEX ET SOCIETATIS*, 8.4 (2020) <<https://doi.org/10.35796/les.v8i4.30914>>.

¹⁸ D R Marfu'atun, 'Perlindungan Hukum Terhadap Anak Sebagai Korban Kekerasan Psikis Dalam Rumah Tangga', *Jurnal Ilmiah Hukum Dan Keadilan*, 2020.

¹⁹ Muhammad Chairul Huda, *Metode Penelitian Hukum (Pendekatan Yuridis Sosiologis)* (Semarang: The Mahfud Ridwan Institute, 2022).

appropriate research approach is the statute approach and the conceptual approach. The subject of this research consists of data and data sources. The data of this research are the results of observations in the field, interviews with informants, and document studies. The analysis technique used is Miles and Huberman.²⁰

Result and Discussion

Legal Prevention and Protection Through Law No. 35 of 2014 Against Children Experiencing Abuse

1. Family Role

Roles such as family and society have a responsibility to participate in child protection; the contribution of these two parties depends on the role of the government and the state. Both parties believe that protection must be based on law and is a rule to protect the interests of children, both based on the maintenance of fundamental rights.

Various international conventions and policy efforts have been adopted to protect children, but implementation in the field has yet to be realized optimally. For example, "the case of a teacher at the Diponegoro Kisaran College Foundation with the initials AZ was reported to the Asahan Police because he was suspected of having discriminated against a female student with the initials TS because she did not participate in extracurricular activities."

On the other hand, there are still various weaknesses in the substance of the law, namely the unclear mechanism of child protection procedures and the disharmony of laws and regulations, and the most important thing is the lack of participation from the people around them in taking preventive actions against violence against children. Non-Governmental Organizations also contribute to providing protection facilities, but the number is minimal, and the resources are not sure to be of good quality.

Therefore, in developing a protection

system, the infrastructure that already exists in government institutions must get priority while at the same time integrating community institutions into the policies to be developed. For the system to be built to be truly useful, problems regarding access must be resolved, both physical affordability and financing and compatibility with the existing social-education-health service system.

Capacity building and human resources must be carried out comprehensively, and advocacy and socialization of the system to be built must be carried out as well as possible to receive community support and be used optimally. Indonesia has a large population of children who are the subject of protection, more than 70 million people.

2. The Role of Government

Today the world of education is in the spotlight of Indonesian society. Moreover, the Indonesian government has allocated the state budget for the education sector as much as 20%. This makes people's sensitivity even more sensitive. Physical and psychological violence can happen anywhere, but the story will be different when it happens in the school environment. Based on the results of research conducted by UNICEF in several regions in Indonesia shows that around 80% of violence that occurs to students is carried out by teachers. When news got out that a student was "injured" because the teacher punished him, it was as if this Indonesian teacher was wrong. Parents of students think that teachers who behave are no longer appropriate to be educators. An educator/teacher must be wise in making decisions and actions when a problem occurs; the right attitude is to cooperate with various parties, including parents, committees and the police.

In this case, the researcher reviewed the case, "An incident of violence by a teacher towards his students has recurred. This time five students of SDN 016525 Urung Pane Village, Asahan Regency, became victims of violence by a teacher. This is currently being investigated and investigated by the Asahan District Education Office. The Head of the

²⁰ Matthew B Miles and A Michael Huberman, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru* (Jakarta: Universitas Indonesia Press, 2014).

Asahan District Education Office (Kadisdik), Sofyan, conveyed this explanation through his Secretary, P Sitorus, Friday (4/10/2019).

He said tracing the alleged abuse at the school would be carried out in two ways. One was that his party had asked the Constitutional Court, unscrupulous teachers, perpetrators of violence and the school principal through the regional coordinator. In addition, the Asahan Education Office has also deployed officers to the SDN. to seek information from the parents of students. The goal is to find the facts and truth of the incident to the extent that the students experienced the incident. In this way, it is hoped that a bright spot will be found, he said.

P Sitorus added that apart from tracing allegations of abuse at the school's elementary school, the officers deployed were also asked to mediate between the parents of the students and the school. The Education Office also hoped that teaching and learning activities at the elementary school could run normally and be conducive. "In the future, it is hoped that the teaching and learning process will be better, especially when students, parents and the school already have a harmonious relationship," he said. Now, the Asahan District Education Office is still investigating the truth of the alleged abuse of the five students at the elementary school.

The investigation, continued by P Sitorus, would be carried out in two ways: asking the MK, unscrupulous teachers and school principals for information through their regional coordinators. "If the case of maltreatment of 5 students really happened, the Asahan District Education Office will impose sanctions on MK, the teacher who is still on honorary status at SDN No 016525 Urung Pane," said P Sitorus.

Non-violence education is aimed at children by saying "no" to violence and opposing all forms of violence. In instilling non-violent education in schools, teachers can do this by establishing effective communication with students, recognizing students' potential to be creative, and teachers respect students according to the

talents possessed by students/students. Punishments given if students make mistakes correlate with student actions; there is a cause, a result, a mistake, and a consequence of responsibility.

Punishment should be educational under the level of development of students. Counselling is needed in schools. The application of counselling is not only for students; teachers also need counselling because it does not rule out the problem teachers need support, strengthening, and guidance to find the best way out/solution.

In the explanation above, it can be concluded that the role of the Asahan Regency Government is in efforts to prevent acts of abuse and violence against students/children both within the school environment and outside the school environment, namely by forming a Child-Friendly District (LKA) as a form of concern for child growth and development and a safe and sustainable life. Comfortable for children. Moreover, the things that are being done to protect the law against children, if based on Law No. 35 of 2014, of course, more serious efforts are needed so that the embodiment of the values of the law can be adequately realized.

3. The Role of Educators

Teachers in schools are determined by their position as adults, teachers, educators, and employees. The most important is his position as a teacher and educator, namely as a teacher. Based on his position as a teacher, he must show proper behaviour for teachers according to community expectations. The role of the teacher as an educator is related to the tasks of providing assistance and encouragement, the tasks of supervising and coaching, and the tasks related to disciplining students so that students become obedient to school rules and norms of life in the family and society.

In the Asahan community, a teacher, in carrying out his duties and functions, faces a group of individuals with different characteristics according to their number. Understanding the student characteristics of the teacher is a requirement in providing learning. Guidance and training under the

characteristics and needs of each student in maintaining and providing training require teachings, guidance and leadership regarding morals and intelligence of thinking. "Education is an applied science, namely the application of other sciences or disciplines, especially philosophy, psychology, sociology, and humanity.

Teachers/educational staff, one of the education contributions in Indonesia, are professions that are highly desired by many individuals in this world, especially in Indonesia. In order to develop the welfare of society in Indonesia through education, the Indonesian government prepares prospective teachers who are competent with individual competencies, as the authors will discuss in this chapter, such as the role of the teacher as a motivator, inspirer, guide and dynamic actor.

The teacher is a motivator; this can be seen by the teacher's ability to generate enthusiasm, develop a work ethic and extraordinary student potential. Teachers should know that every child is a genius and has many specific and different talents. Then the task of the teacher is to build relationships and foster them. Teachers can bring that potential to the surface. This potential can be awakened when the teacher also equips himself with lots of practice, hone skills, and develops and explores students' potential as much as possible by showing curiosity to students. In the opinion of Rick Yount, quoted by: B.S. Sitandig in his book: states that "In order to motivate students it is very important for teachers to show high curiosity (curiosity) on the topics discussed on the problems and issues discussed".

One of the efforts is to provide as many actualization vehicles as possible, for example, by frequently holding competitions, performing arts, etc. The more practice, the better to produce efforts and develop students' potential.

4. The Role of Education Personnel

Educational personnel are community members who devote themselves and are appointed to support the implementation of education, including educators. More

broadly, education personnel are contained in Law No. 20 of 2003 concerning the National Education System, namely as follows:

1. The educational staff consists of teaching staff, education unit managers, inspectors, supervisors, researchers, and developers, in the field of education, laboratory assistants, learning resource technicians, and examiners.

2. Educators consist of supervisors, teachers, and trainers.

3. Educational unit managers consist of school principals, directors, heads, rectors, and heads of non-school education units. The types of education personnel include education system managers, such as heads of education offices at the provincial or district/city levels.

Education personnel in Asahan District also include heads of education units, owners of non-formal education units, supervisors of formal education units, library staff, laboratory staff, learning resource technicians, field workers, administrative staff, psychologists, social workers, therapists, school cleaners, and staff or another designation for similar officers who work in educational units.

In this case, the profession carried out is very supportive of the development pattern of a learner. It guarantees the protection of children in the school environment to avoid acts of abuse, especially in Asahan District. Teachers/educational staff, one of the education contributions in Indonesia, are professions that are highly desired by many individuals in this world, especially in Indonesia. In order to develop the welfare of society in Indonesia through education, the Indonesian government prepares competent educational staff candidates with individual competencies, as the authors will discuss in this chapter, such as the role of the teacher as a motivator, inspirer, mentor and dynamic actor.

Conclusion

This study examines the violence of educators against their students that occurred in the Asahan District. This case is

interesting to study because educators should not perpetrate violence against their students, and students should receive guaranteed protection from such acts of violence. The focus of the problems studied is: 1) forms of legal protection provided by Law No. 35 of 2014 for students, and 2) the role of the government, school supervisors and education staff in providing legal protection for students who experience acts of abuse by educators in the school environment. This type of research is qualitative with a juridical and normative approach. This study found that the role of the Asahan District Government in efforts to prevent acts of abuse and violence against students/children both within the school environment and outside the school environment is by establishing a Child-Friendly District as a form of concern for child growth and development and safe and comfortable life For children. The role of the Asahan Regency Government in efforts to prevent acts of abuse and violence against students/children both within the school environment and outside the school environment is by establishing a Child-Friendly District (LKA) as a form of concern for child growth and development and safe and comfortable life for children. Legal protection for children that has been carried out, if based on Law No. 35 of 2014, more serious efforts are needed so that the realization of the values of the law can be realized properly.

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