

Role Paradox of PPKn Teachers in the AI Era: From Instructor to Ethical Guardian

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Abstract: The integration of generative artificial intelligence (AI), particularly ChatGPT and Google Gemini, into Civic and Pancasila Education (*Pendidikan Pancasila dan Kewarganegaraan/PPKn*) has introduced fundamental shifts in pedagogical practice. While these technologies offer opportunities for more adaptive and personalized learning, they simultaneously risk undermining teachers' epistemic authority and displacing the internalization of Pancasila values that form the ethical core of students' character formation. This study examines the paradox of PPKn teachers' roles amid the proliferation of instant AI tools, analyzes their transition toward ethical guardianship, and proposes pedagogical implications as a pre-policy baseline study. A qualitative approach using Interpretative Phenomenological Analysis (IPA) was employed, involving in-depth interviews with 13 PPKn teachers from the Subject Teacher Forum (MGMP) in Bantul Regency (November 2025–February 2026), supported by classroom observations and document analysis. The findings reveal three interrelated crises: (1) a facilitation paradox, in which the demands of student-centered learning paradoxically compel teachers to adopt defensive strategies including strict digital device monitoring and time-pressured assessments; (2) an epistemic authority crisis, characterized by students' increasing trust in AI-generated responses over teachers' contextual and normative explanations; and (3) the erosion of Pancasila values, encompassing declining empathy and human interaction (Second Principle), weakening deliberative practices (Fourth Principle), and reduced academic integrity (Fifth Principle), as reflected in instant plagiarism and cognitive passivity. In response, this study advances the concept of Guardian Pedagogy as a reconceptualization of the teacher's role in safeguarding students' epistemic, relational, and ethical foundations in the digital age.

Keywords: AI in Education; Civic Education; Guardian Pedagogy; Cognitive Offloading; Academic Integrity

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Introduction

The rapid rise of generative artificial intelligence (AI), including ChatGPT, Google Gemini, and Meta AI, has transformed the global pedagogical landscape at an unprecedented pace (Haetami, 2025; Tan et al., 2025). Within the context of Civic and Pancasila Education (*Pendidikan Pancasila dan Kewarganegaraan/PPKn*) in Indonesia, this transformation extends well beyond instructional method reforms, it reaches the very foundations of value-based education (Iqbal Baihaqi et al., 2024). Unlike cognitively oriented subjects, PPKn occupies a distinctive position in the Indonesian curriculum as a vehicle for moral formation and democratic citizenship. It encompasses affective and normative dimensions that require the internalization of Pancasila values, such as integrity, deliberation, social responsibility, and perseverance, through authentic human interaction (Lazuardy et al., 2025; Sarkawi et al., 2025). The subject's effectiveness depends not merely on the transmission of knowledge but on the quality of relational and reflective processes that cannot be replicated by algorithmic interaction

(Fajri et al., 2022). For this reason, PPKn is particularly vulnerable to the pedagogical disruptions introduced by AI: when students bypass deliberative processes in favor of instant answers, the subject loses its essential human and civic character.

The widespread use of AI for instant task completion has introduced new pedagogical challenges. The ease of generating answers without critical engagement has fostered phenomena such as cognitive offloading, the externalization of mental effort to digital tools and 'brain rot', a colloquial term for the gradual deterioration of deep thinking capacities, potentially undermining the internalization of Pancasila values (Agustin et al., 2024; Storm et al., 2017). These challenges escalated in early 2026, prompting the Indonesian government to issue a Joint Ministerial Decree on March 12, 2026, prohibiting the use of instant AI tools among primary and secondary school students to safeguard deep learning and academic integrity (Kemendikdasmen, 2026).

From a theoretical standpoint, this phenomenon can be situated within the broader discourse on teacher professional agency and epistemic authority, the recognized right and capacity to generate, validate, and transmit knowledge (Song et al., 2026; Williamson, 2021). When students increasingly prioritize algorithmically generated responses over teachers' contextual and normative explanations, a fundamental shift occurs in the classroom's epistemic ecology. Teachers are no longer simply outpaced technologically; their authority as moral and intellectual guides is structurally undermined. This crisis of epistemic authority is not merely an interpersonal dynamic, but a systemic challenge rooted in students' perception of AI as more objective, comprehensive, and reliable than human teachers (Song et al., 2026; Thelma et al., 2024). In PPKn, where the teacher's role as a moral exemplar and facilitator of deliberative dialogue is central, this epistemic displacement has particularly profound implications.

Recent studies have begun to highlight the shifting role of teachers in the age of artificial intelligence, from primary sources of knowledge to facilitators and curators of learning (Meylani, 2024; Rahma et al., 2025). Nevertheless, most of this scholarship emphasizes the positive affordances of AI, such as improved learning outcomes, increased student motivation, and greater instructional efficiency (Destia et al., 2024; Supriadi et al., 2025). Empirical research addressing the socio-pedagogical tensions introduced by AI, particularly the emergence of a role paradox, remains limited. This paradox reflects a dual demand placed on teachers: while curricula encourage them to act as innovative facilitators, classroom realities compel them to function as ethical guardians or even "digital police", who monitor device usage, detect plagiarism, and impose time constraints to prevent algorithmic dependency (Leenknecht et al., 2023; Tripathi et al., 2025). Moreover, existing studies are largely conceptual or conducted after policy implementation, leaving a critical gap in empirical evidence regarding pre-policy conditions that explain the urgency of such regulation.

Addressing this gap, the present study provides an empirical account of classroom practices during the critical pre-policy period of November 2025 to February 2026, prior to the national restriction on instant AI use. It focuses on PPKn teachers' lived experiences in navigating shifting professional roles, the perceived erosion of Pancasila values, and adaptive strategies developed in the absence of clear regulatory guidance. Specifically, this study aims to: (1) examine the nature of the teacher role paradox in AI-mediated learning; (2) analyze the transition from facilitator to ethical guardian; (3) identify the erosion of Pancasila values alongside the emergence of an epistemic authority crisis, understood as the structural weakening of teachers' recognized right to serve as primary epistemic agents in the classroom; and (4) propose the Guardian Pedagogy model as a pedagogical framework for strengthening value-based civic education in the post-policy context.

The originality of this study lies in its positioning as a pre-policy baseline, offering early empirical evidence to inform national policy development while advancing a novel conceptual framework for understanding the evolving role of teachers in safeguarding civic and moral values in the digital age.

Method

This study employed a qualitative approach with an Interpretative Phenomenological Analysis (IPA) design, grounded in the Heideggerian tradition of hermeneutic phenomenology, to gain an in-depth understanding of teachers' lived experiences in navigating changes in their professional roles within Civic and Pancasila Education (*Pendidikan Pancasila dan Kewarganegaraan/PPKn*) amid students' increasing use of generative artificial intelligence. Unlike Husserlian transcendental phenomenology, which seeks to bracket presuppositions and access pure essences, IPA foregrounds interpretive engagement with participants' meaning-making processes, recognizing that understanding is always situated and relational (Tindall, 2009). A qualitative approach was selected as it enables the exploration of meanings, perceptions, and social interaction dynamics occurring naturally in educational settings (DeJaeghere et al., 2020). The phenomenological design was applied to capture teachers' subjective experiences of navigating the pedagogical disruptions introduced by instant AI tools.

The research was situated within the Subject Teacher Forum (*Musyawarah Guru Mata Pelajaran/MGMP*) of PPKn in Bantul Regency as the primary research context. The participants consisted of 13 PPKn teachers who are active members of this professional learning community. Participants were selected using purposive sampling based on their active involvement in PPKn instruction and their direct experience dealing with students' use of digital technologies. In IPA research, sample size is determined not by statistical representativeness but by the depth of engagement required; data adequacy was assessed through information saturation, defined as the point at which successive interviews yielded no new thematic insights (Guest et al., 2006). Saturation was reached following the 11th interview, with the final two participants confirming the emerging themes without introducing new categories. The study was conducted between November 2025 and February 2026, prior to the implementation of national restrictions on the use of instant AI tools in secondary education.

The primary research instrument was the researcher, supported by semi-structured interview guidelines, classroom observation sheets, and documentation formats. The data consisted of both primary and secondary sources. Primary data were obtained through in-depth interviews and classroom observations focusing on teachers' pedagogical practices, strategies for managing students' use of AI, and their perspectives on ethical challenges in technology-mediated learning. Secondary data were collected from relevant documents, including lesson plans and instructional materials.

Data collection was conducted through methodological triangulation, incorporating interviews, classroom observations, and document analysis (Natow, 2020). Interviews were conducted in a semi-structured format to allow flexible exploration of teachers' experiences and adaptive strategies. Observations were carried out as passive participation to examine classroom dynamics, students' use of digital devices, and teachers' classroom management strategies without disrupting natural pedagogical interactions. Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2020), encompassing three iterative stages: (1) data reduction, the systematic process of selecting, focusing, simplifying, and coding raw data; (2) data display, organizing and assembling information into thematic matrices and narrative accounts that allow pattern identification; and (3) conclusion drawing and verification, deriving analytical interpretations and continually checking them against the raw data to ensure internal coherence.

To ensure trustworthiness, this study applied source and method triangulation, as well as member checking to confirm the alignment between the researcher's interpretations and participants' experiences (Creswell & Poth, 2018). This study was conducted in accordance with ethical research principles, including voluntary informed consent from all participants, the right to withdraw without consequence, and full assurance of participant anonymity and data confidentiality. Participants were

provided with clear information about the study's purpose, scope, and intended dissemination. No identifiable personal data were disclosed in this report.

Results and Discussion

Thematic analysis of the data revealed three interrelated themes: (1) role ambiguity and the emergence of defensive teaching practices; (2) the disruption of epistemic authority by algorithmic systems; and (3) the degradation of Pancasila values. These findings indicate a shift in teachers' roles from learning facilitators toward what this study conceptualizes as Guardian Pedagogy, a more protective role that emerges in response to the increasing prevalence of cognitive offloading among students.

Role Ambiguity and the Emergence of Defensive Teaching

The findings show that PPKn teachers experience a significant degree of role ambiguity. On the one hand, the Merdeka Curriculum encourages teachers to act as innovative facilitators of student-centered learning. On the other hand, classroom realities require teachers to take on a more supervisory role in regulating students' use of digital technologies to prevent misuse. This tension gives rise to what can be described as defensive teaching practices, in which teachers adopt precautionary strategies to maintain the integrity of the learning process. These strategies include stricter monitoring of students' use of digital devices, increased control over classroom activities, and the implementation of structured task conditions aimed at reducing dependence on AI tools. This phenomenon is summarized in Table 1.

Table 1. Role paradox and defensive teaching strategies

Theme	Sub-Theme	Indicator	Data Source	Key Excerpt	Theoretical Analysis
Role Ambiguity	Role Conflict	Conflict between facilitator and supervisory roles	Interview	"I feel more like an ethics supervisor, because many students rely on AI instead of thinking for themselves."	This condition reflects intra-role conflict (Mutiah & Ramadhani, 2024), where pedagogical expectations emphasizing human interaction are challenged by the increasing dominance of algorithmic systems in learning processes (Shank, 2020).
	Teacher Agency vs Algorithmic Agency	Loss of control over classroom dynamics	Observation & Interview	"Students are now very difficult to separate from their phones."	This finding suggests a shift in teachers' professional agency (Williamson, 2021), as algorithmic systems increasingly intervene in pedagogical relations.
Defensive Teaching	Surveillance Pedagogy	Monitoring of devices and learning environment	Interview	"Phones should be put away... ideally monitored like CCTV."	This reflects classroom surveillance practices (Sheikh et al., 2025), where learning spaces are transformed into controlled environments in response to digital disruption.
	Pedagogical Restriction	Time limitation and restricted access to technology	Interview	"I set a 20-second limit [in Kahoot], so students don't have time to search."	Time-pressure strategies function as cognitive protection (Kizilcec et al., 2017) to reduce students' reliance on AI and prevent cognitive offloading.

Table 1 indicates that the emergence of defensive teaching practices should not be interpreted as a form of authoritarianism or pedagogical regression, but rather as an effort toward epistemic protection in response to the risk of declining students' thinking abilities due to excessive reliance on AI (*AI-induced cognitive atrophy*) (Zeb et al., 2024). This is reflected in one teacher's statement, who explained that the idea of using CCTV was not driven by an intention to impose excessive surveillance, but by concern over students' increasing dependence on instant answers. This finding aligns with Mutiah and Ramadhani (2024), who argue that when teachers encounter technological

disruption, they tend to develop adaptive strategies by reinforcing external control when facilitative approaches are no longer effective (Mutiah & Ramadhani, 2024).

Furthermore, this phenomenon suggests a shift in orientation from conventional teaching toward practices of safeguarding. In the context of post-digital education (Jandrić et al., 2018), teachers are not only responsible for delivering content but also for preserving students' thinking processes from being eroded by the ease of instant answers. This erosion of deep processing capacity constitutes a distinct threat to PPKn's educational purpose, since the subject relies not merely on knowledge acquisition but on the cultivation of phronesis, practical moral wisdom developed through deliberation and contextual experience (Permana et al., 2023). For instance, one participant's strategy of limiting Kahoot quiz responses to 20 seconds can be understood as a form of pedagogical intervention aimed at encouraging students to engage in System 2 thinking, analytical and reflective reasoning, rather than relying on rapid, algorithm-driven responses (Krämer, 2014).

It is important to note that not all teachers reported exclusively negative experiences with AI integration. Several participants acknowledged that AI tools could serve as valuable scaffolding resources when used purposefully. For example, one teacher described using AI-generated discussion prompts as conversation starters to trigger students' critical responses, rather than as sources of final answers. Another noted that AI had helped students with writing disabilities express their ideas more fluently. These observations suggest that the challenge is not AI per se, but the manner and purpose of its use. The defensive strategies documented in this study should therefore be understood as responses to a specific pattern of uncritical, substitute-oriented AI use, rather than blanket resistance to educational technology.

Disruption of Epistemic Authority and Algorithmic Dependence

The second theme highlights a shift in the sources of epistemic trust within the classroom. In several cases, students tend to place greater trust in algorithm-generated responses than in teachers' explanations, which are grounded in experience, contextual understanding, and normative considerations. This phenomenon reflects a form of epistemic disobedience, characterized by a growing tendency to disregard the authority of knowledge traditionally associated with teachers. The findings related to this condition are summarized in Table 2.

Table 2. Epistemic authority crisis and cognitive offloading

Theme	Sub-Theme	Indicator	Data Source	Key Excerpt	Theoretical Analysis
Disruption of Authority	Algorithmic Authority	Preference for machine-generated answers; devaluation of teacher knowledge	Interview	"Students trust AI more than their teachers. If they don't understand something, they prefer to ask AI at home."	This reflects a shift in the source of epistemic authority from human-based authority to algorithmic authority (Song et al., 2026).
	Epistemic Trust Collapse	Loss of trust in teachers' reasoning	Observation	"Students use their phones while the teacher is explaining democratic concepts."	Epistemic trust, a key element in the learning process, is shifting toward algorithmic systems perceived as neutral and value-free (Thelma et al., 2024).
Cognitive Offloading	Externalized Cognition	Delegation of cognitive tasks to external systems	Interview	"Students now complete tasks more quickly, sometimes without really thinking."	Cognitive offloading (Storm et al., 2017) may lead to excessive reliance on AI (AI dependence) or even digital amnesia (Zeb et al., 2024).
	Surface Learning	Homogeneous and contextualized task outcomes	Documentation & Interview	"Students' answers are often identical... showing similar	This condition indicates the emergence of surface approaches to learning (Kizilcec et al., 2017), which

Theme	Sub-Theme	Indicator	Data Source	Key Excerpt	Theoretical Analysis
		without reflective traces		patterns.”	may weaken students’ critical civic literacy.

The analysis presented in Table 2 indicates that the use of instant AI gives rise to a dual authority crisis in learning, encompassing both epistemic authority, concerning who is recognized as a legitimate source of knowledge, and moral authority, concerning who has the right to determine what is right or wrong. Song et al. (2026) argue that algorithmic authority operates through a mechanism of perceived objectivity, whereby responses generated by systems such as ChatGPT are often perceived by students as neutral and comprehensive, while teachers’ explanations are viewed as more subjective and limited. This condition poses a significant challenge for Civic and Pancasila Education (PPKn), which emphasizes the importance of phronesis, or practical wisdom, developed through deliberation and contextual experience (Permana et al., 2023).

Furthermore, the findings reveal the emergence of increasingly systematic cognitive offloading practices. Most participants reported that students are able to complete tasks “without having to think,” which should not be interpreted merely as a lack of motivation, but rather as an indication of a potential decline in students’ metacognitive capacities. Storm et al. (2017) explain that repeated reliance on external sources, including AI, may reduce working memory capacity as well as critical evaluative abilities.

In the context of PPKn and Indonesian civic identity, this condition has particularly significant implications. PPKn is constitutionally mandated to cultivate Pancasila-based citizenship, a model of civic identity that emphasizes collective deliberation, mutual respect, and moral accountability grounded in Indonesian cultural and democratic values. Students who habitually offload moral reasoning to AI systems are at risk of developing what might be termed civic passivity: an inability or unwillingness to engage in the deliberative and relational processes that define both Pancasila citizenship and participatory democracy. The weakening of moral reasoning capacities, particularly the ability to critically engage with complex issues such as the relationship between rights and obligations, and between freedom and responsibility, directly undermines the formation of the reflective, empathetic citizens that PPKn is designed to cultivate.

Degradation of Pancasila Values

The analysis indicates that the use of instant AI has the potential to weaken the foundation of civic virtue through the diminishing internalization of three core Pancasila values: (1) the decline of deliberative practices and democratic participation (Fourth Principle); (2) the weakening of human relationships and interpersonal empathy (Second Principle); and (3) the erosion of honesty and academic integrity (Fifth Principle).

Table 3. Degradation of pancasila values and relational dimensions

Theme	Degradation Indicator	Data Source	Key Excerpt	Theoretical Analysis
Fourth Principle (Democracy / Deliberation)	Loss of deliberative practices and democratic discussion; replacement of social consensus with algorithmic authority	Interview	“In Pancasila, we are taught deliberation and discussion with peers, but with AI, students tend to engage less in discussions.”	The use of AI, which tends to be monologic, may weaken the values of the Fourth Principle. Deliberative democracy requires intersubjectivity and mutual recognition (Fajri et al., 2022), which cannot be replaced by human-machine interaction (Gravett et al., 2026).
	Social atomization: instant individual decision-making without social	Observation	“Students focus on their own screens; there is no group discussion to reach	This reflects digital individualism (Odgers & Jensen, 2020), which may weaken social capital and collaborative practices in digital

Theme	Degradation Indicator	Data Source	Key Excerpt	Theoretical Analysis
	processes		consensus.”	learning environments.
Second Principle (Humanity)	Dehumanization: reduction of pedagogical relations into data transactions; loss of empathy and emotional attunement	Interview	“Discussing with AI is very different from discussing with peers; there is emotional connection in human interaction... students are less confident in their own thinking.”	Interaction with AI may create pseudo-relationality that lacks empathy, whereas the Second Principle emphasizes human dignity and emotional recognition (Gravett et al., 2026).
	Disrespectful behavior: devaluing teachers’ authority	Interview	“Later I can just study at home and ask AI...” (dismissive attitude)	This condition may reduce respect for teachers’ dignity and weaken the humanistic dimension of education as a moral practice.
Fifth Principle (Social Justice)	Systematic academic dishonesty: normalization of plagiarism	Interview	“Copy-pasting from AI... it clearly does not align with Pancasila values.”	This phenomenon can be understood as moral disengagement (Niloy et al., 2024), where students detach from ethical responsibility because answers are perceived as externally generated.
	Decline in academic integrity and effortful engagement	Interview	“Students are reluctant to read... even when asked, they remain disengaged.”	This reflects a transformation of habitus in the digital era, where algorithmic systems shape learning practices toward immediacy and predictability, shifting the orientation from virtue formation to efficiency (Romele & Rodighiero, 2020).

The findings indicate that the use of instant AI has the potential to diminish the practice of the Fourth Principle of Pancasila: *Kerakyatan Yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan Perwakilan* (Democracy guided by wisdom through deliberation and representation). Most participants reported that deliberative practices in the classroom have begun to decline, as some students prefer to seek answers independently through AI rather than engage in discussion with peers. From the perspective of deliberative democracy, however, musyawarah is not merely an exchange of information but a dialogical process through which individuals test their views through interaction and exposure to diverse perspectives (Fajri et al., 2022). AI, lacking social positioning and participation in a political community, cannot fully substitute for the function of human dialogue in deliberative processes.

Classroom observations revealed that some students tend to rely on digital devices rather than engaging in peer discussions, potentially fostering individualistic tendencies that weaken the social fabric of learning. Odgers and Jensen (2020) argue that digital individualism can erode social capital, the networks of trust and shared norms essential for democratic life. In the context of PPKn, this may impair students' capacity for civic deliberation: the ability to articulate arguments, listen to others, and collectively consider multiple perspectives, competencies that are central to the Fourth Principle's vision of participatory democracy (Odgers & Jensen, 2020).

With regard to the Second Principle, *Kemanusiaan yang Adil dan Beradab* (Just and Civilized Humanity), several participants highlighted the qualitative difference between interacting with AI and engaging in human dialogue that involves emotional and relational dimensions. The absence of emotional engagement in AI-mediated learning may contribute to declining empathy, even though empathy is crucial to the development of humanistic values. Gravett et al. (2026) emphasize that meaningful learning requires embodied human presence and emotional connectedness, which cannot be fully replicated through algorithmic interaction (Gravett et al., 2026). When students become accustomed to obtaining instant answers without engaging in dialogue and shared reflection, there is a risk of diminishing appreciation for human-centered thinking processes and collaborative learning experiences, ultimately eroding the *adab* (refined conduct) that the Second Principle calls for.

These findings reinforce the relevance of the Guardian Pedagogy model, which positions teachers not only as guardians of academic integrity but also as facilitators of democratic deliberation and humanistic values in PPKn learning. In this context, the policy restricting the use of instant AI, implemented on March 12, 2026, can be understood as an institutional effort to preserve learning spaces that support dialogue, critical reflection, and human interaction, elements that are foundational to the development of Pancasila-based civic character.

Guardian Pedagogy and Policy Implications

Based on the findings related to three major crises, namely role ambiguity among teachers, the crisis of epistemic authority, and the weakening of Pancasila values, teachers demonstrate various forms of adaptation in their pedagogical practices. In this study, these adaptive responses are conceptualized as the Guardian Pedagogy model. This concept goes beyond merely describing defensive teaching practices. It reflects a more proactive transformation of teachers' roles in safeguarding the quality of the learning process. The model consists of three main pillars, as illustrated in Figure 1.

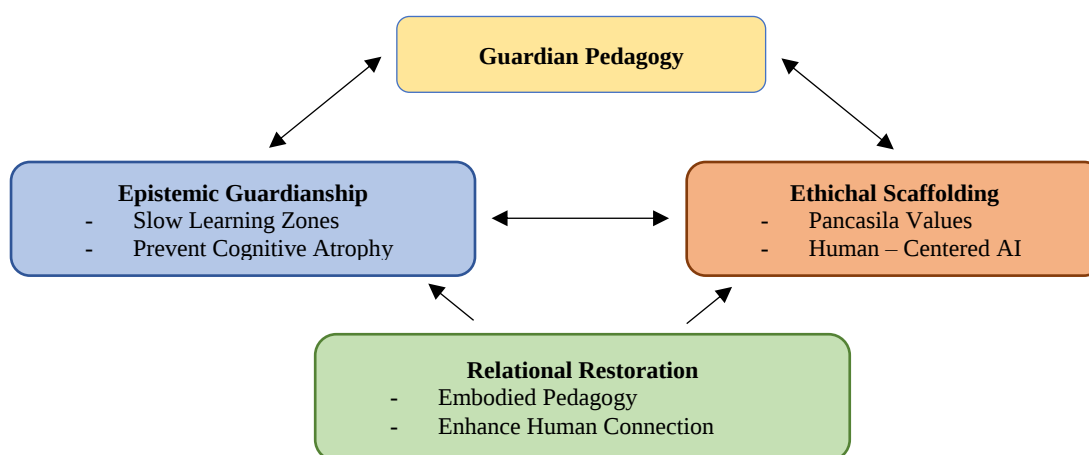


Figure 1. Guardian pedagogy

First, epistemic guardianship refers to teachers' efforts to protect students' cognitive processes from the risk of AI-induced cognitive atrophy (Zeb et al., 2024) by creating learning environments that encourage reflective and deep thinking (Kizilcec et al., 2017). Practically, this includes slow learning zones, structured activities that require sustained attention, argumentation, and metacognitive reflection rather than rapid answer retrieval. Second, relational restoration refers to efforts to recover the relational dimension of learning through direct teacher–student interaction, enabling the development of intersubjectivity, emotional connectedness, and embodied pedagogy (Gravett et al., 2026), thereby reducing dependence on technological mediation. Third, ethical scaffolding refers to the integration of Pancasila values as an ethical framework guiding the use of educational technology, aligned with the principles of human-centered AI (Holmes et al., 2019) and the cultivation of AI literacy among teachers (Wang et al., 2024).

From a theoretical perspective, Guardian Pedagogy represents an extension of established frameworks in teacher professional identity and civic education. It draws on Williamson's (2021) concept of professional agency under algorithmic governance, Gravett et al.'s (2026) relational pedagogy, and deliberative democratic theory (Fajri et al., 2022) to construct a model that is at once diagnostic, responsive, and normative. As a theoretical contribution, it offers a coherent account of how teachers can maintain epistemic, relational, and ethical authority in digitally mediated classrooms, not by resisting technology, but by purposefully positioning themselves as irreplaceable moral and civic guides.

These findings also provide an empirical basis for the relevance of the Joint Ministerial Decree issued on March 12, 2026, regarding the restriction of instant AI use in schools. Data collected prior to the policy's implementation indicate that teachers had already developed practices aligned with the principles of Guardian Pedagogy, albeit under conditions of significant role strain and without adequate policy support. This suggests that the policy should not be viewed solely as a top-down intervention, but also as a response to emerging dynamics and real pedagogical needs within educational practice (Lazuardy et al., 2025; Shank, 2020). This study is therefore positioned as a baseline that provides an initial account of pre-policy conditions and is expected to inform future research examining the policy's impact, particularly in relation to reducing teachers' role-related pressures, restoring epistemic authority, and strengthening Pancasila values in the post-restriction era.

Several limitations of this study merit acknowledgment. First, the findings are drawn from a single district (Bantul Regency) and a single subject-area professional community (MGMP PPKn), which may limit their transferability to other geographic and institutional contexts within Indonesia. Second, the study was conducted within a specific pre-policy window; teachers' experiences may differ substantially under altered regulatory conditions. Third, the reliance on self-reported data through interviews introduces the possibility of social desirability bias, though this was mitigated through multi-method triangulation and member checking. Fourth, as an IPA study, the findings aim for depth of understanding rather than statistical generalizability; readers should exercise appropriate caution in extending interpretations beyond analogous contexts.

Conclusion

This study demonstrates that, in the period prior to the implementation of national restrictions on instant AI use, PPKn teachers began to experience significant and multidimensional changes in their professional practices. The findings reveal a persistent role paradox, in which teachers are simultaneously required by the Merdeka Curriculum to act as innovative learning facilitators and compelled by classroom realities to function as supervisors of students' digital behavior. The tension between these dual demands generates role strain, which in turn gives rise to defensive teaching practices: stricter monitoring of digital device use, limitations on students' interaction with technology, and the reintroduction of conventional learning media such as textbooks and worksheets as efforts to prevent overreliance on AI and the proliferation of cognitive offloading.

At the epistemic level, the study identifies a structural shift in the source of knowledge trust, from teachers toward algorithmic systems, a phenomenon conceptualized here as algorithmic authority. This shift is accompanied by indicators of weakening internalization of core Pancasila values in the learning process, including empathy and respect for human dignity (Second Principle), deliberative practices and democratic participation (Fourth Principle), and honesty and academic integrity (Fifth Principle). In response to these dynamics, teachers develop adaptive pedagogical strategies that this study conceptualizes as the Guardian Pedagogy model: a transformation of the teacher's role from mere content delivery to the active safeguarding of students' epistemic, relational, and ethical foundations.

Future research should examine the impact of the March 2026 Joint Ministerial Decree on these dynamics, particularly whether regulated restrictions on instant AI use reduce teachers' role strain, restore epistemic authority in PPKn classrooms, and support the re-internalization of Pancasila values. Longitudinal comparative studies contrasting pre- and post-policy classroom conditions would be especially valuable. Additionally, future work should investigate the experiences of students, school administrators, and parents to construct a more comprehensive account of how Guardian Pedagogy can be institutionally supported and sustainably practiced across diverse educational contexts in Indonesia.

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