



Teachers Association of the
Republic of Indonesia (PGRI)

Navigating Our Future

Steered by Teachers, Anchored in Relationships, Propelled by AI

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The Modern Educational Vessel

1

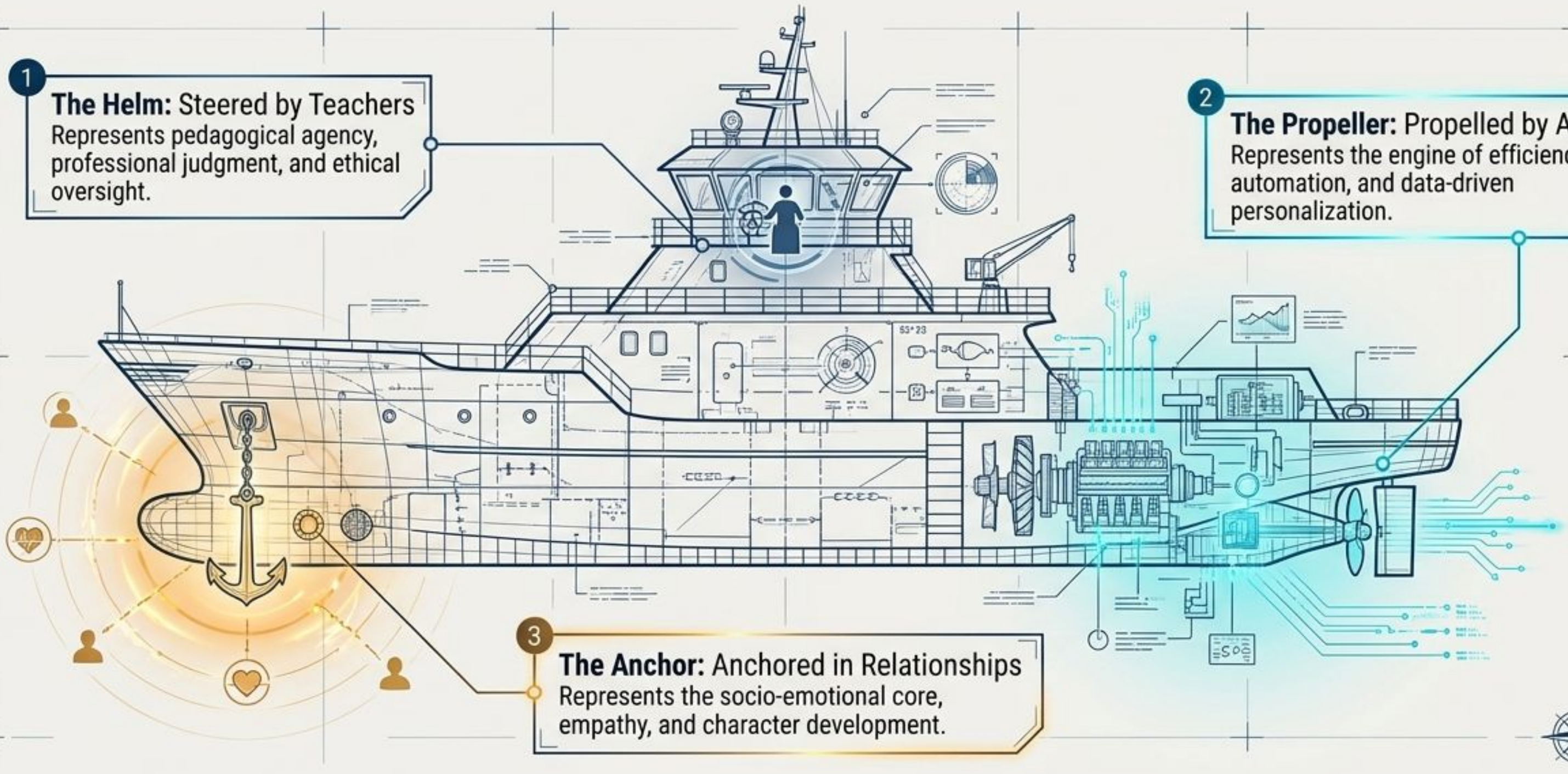
The Helm: Steered by Teachers
Represents pedagogical agency,
professional judgment, and ethical
oversight.

2

The Propeller: Propelled by AI
Represents the engine of efficiency,
automation, and data-driven
personalization.

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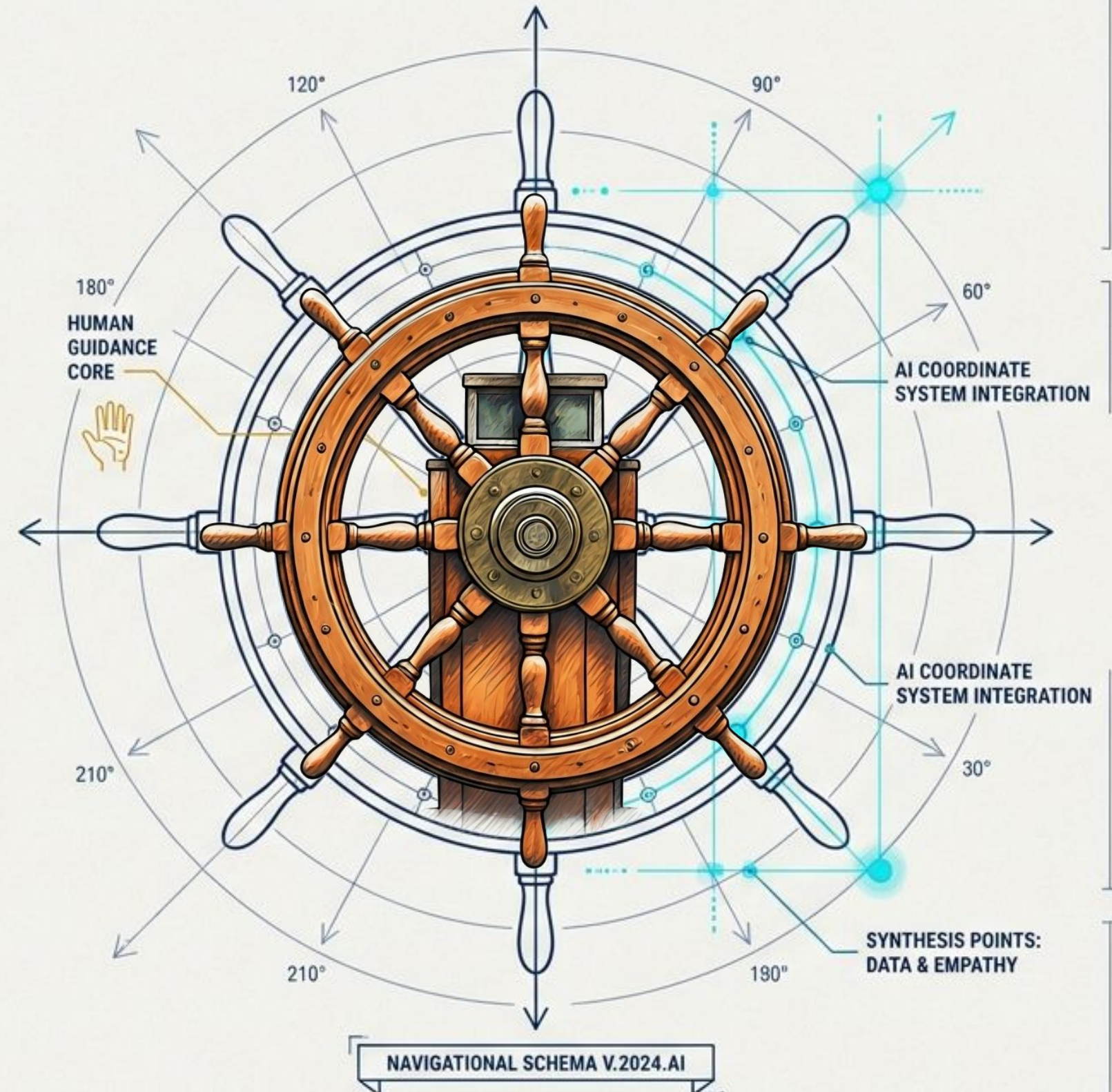
The Anchor: Anchored in Relationships
Represents the socio-emotional core,
empathy, and character development.



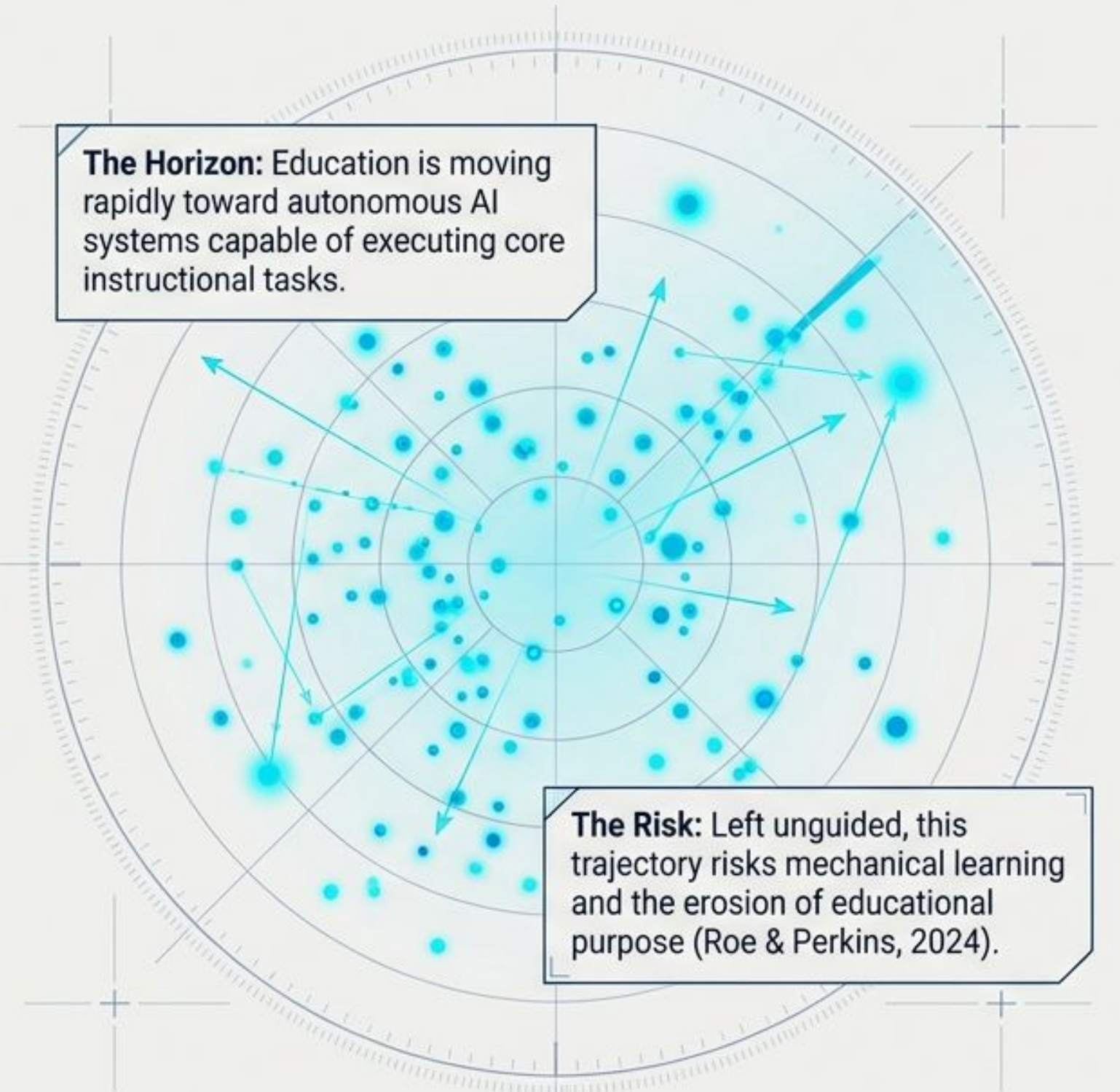
The Helm: Teacher-Led Pedagogy in an AI-Driven Future

Navigating the intersection of human empathy and artificial intelligence.

Presented on behalf of the Republic of Indonesia Delegation (PGRI & PSLCC).

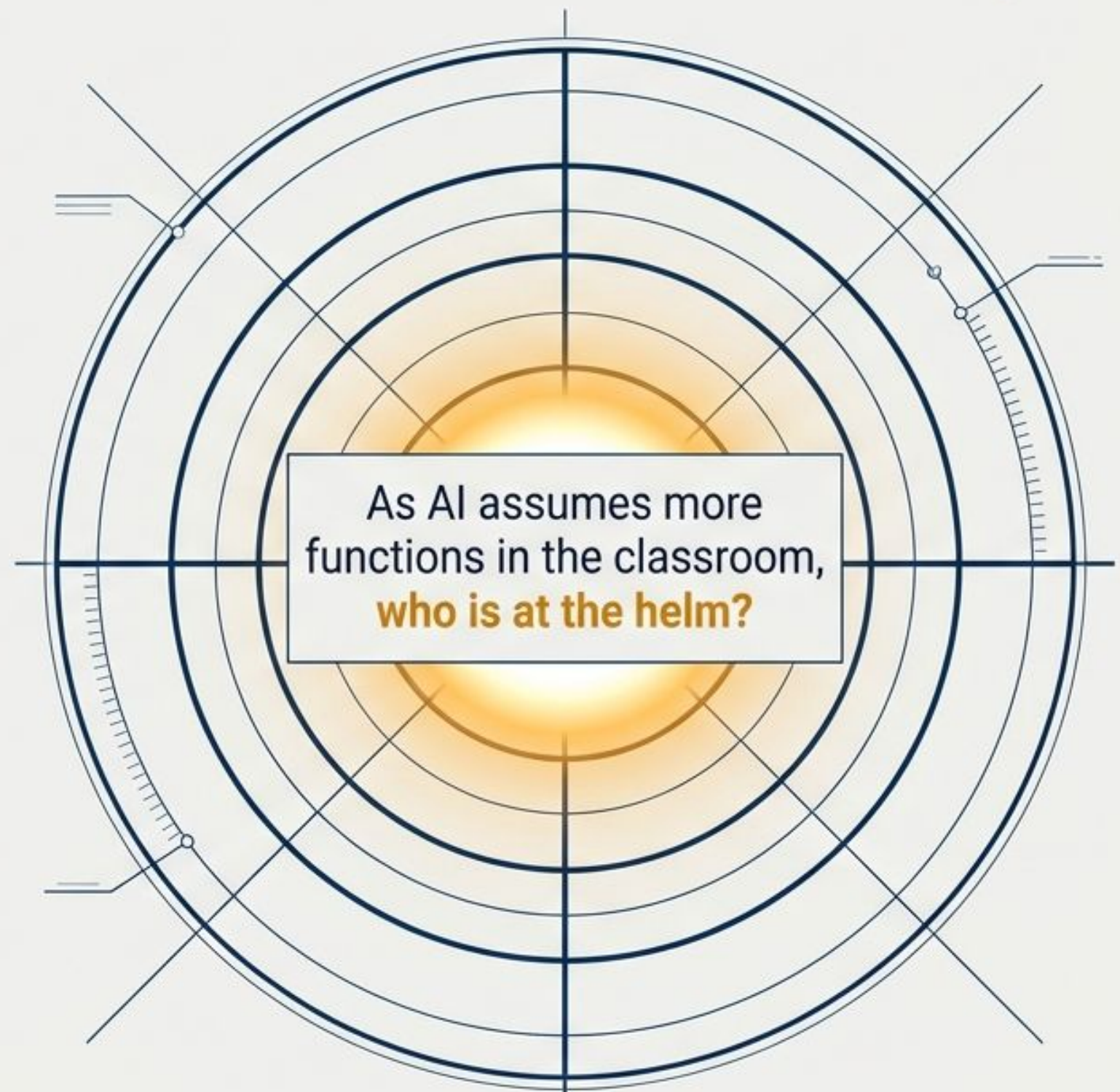


The Seismic Shift in the Global Educational Landscape

A diagram resembling a star map or constellation chart. It features a grid of concentric circles and radial lines. Numerous blue dots of varying sizes are scattered across the grid, with several blue arrows pointing from the center towards the outer edges, indicating a trajectory or movement.

The Horizon: Education is moving rapidly toward autonomous AI systems capable of executing core instructional tasks.

The Risk: Left unguided, this trajectory risks mechanical learning and the erosion of educational purpose (Roe & Perkins, 2024).

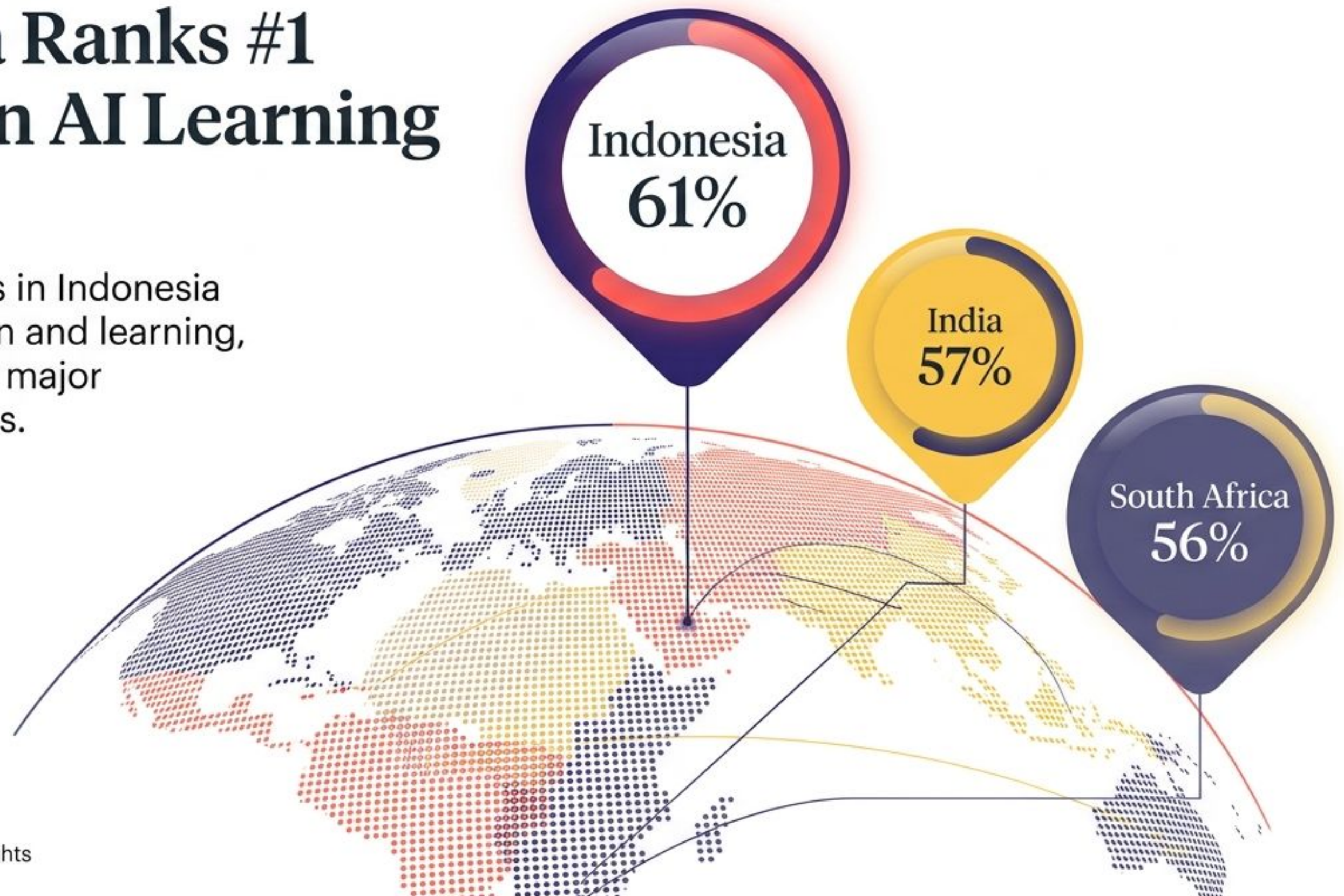
A diagram resembling a target or bullseye. It consists of several concentric circles. The center is a bright yellow-orange circle. A rectangular box is superimposed over the center, containing text. The diagram is divided into four quadrants by a vertical and a horizontal line.

As AI assumes more functions in the classroom,
who is at the helm?



Indonesia Ranks #1 Globally in AI Learning Adoption

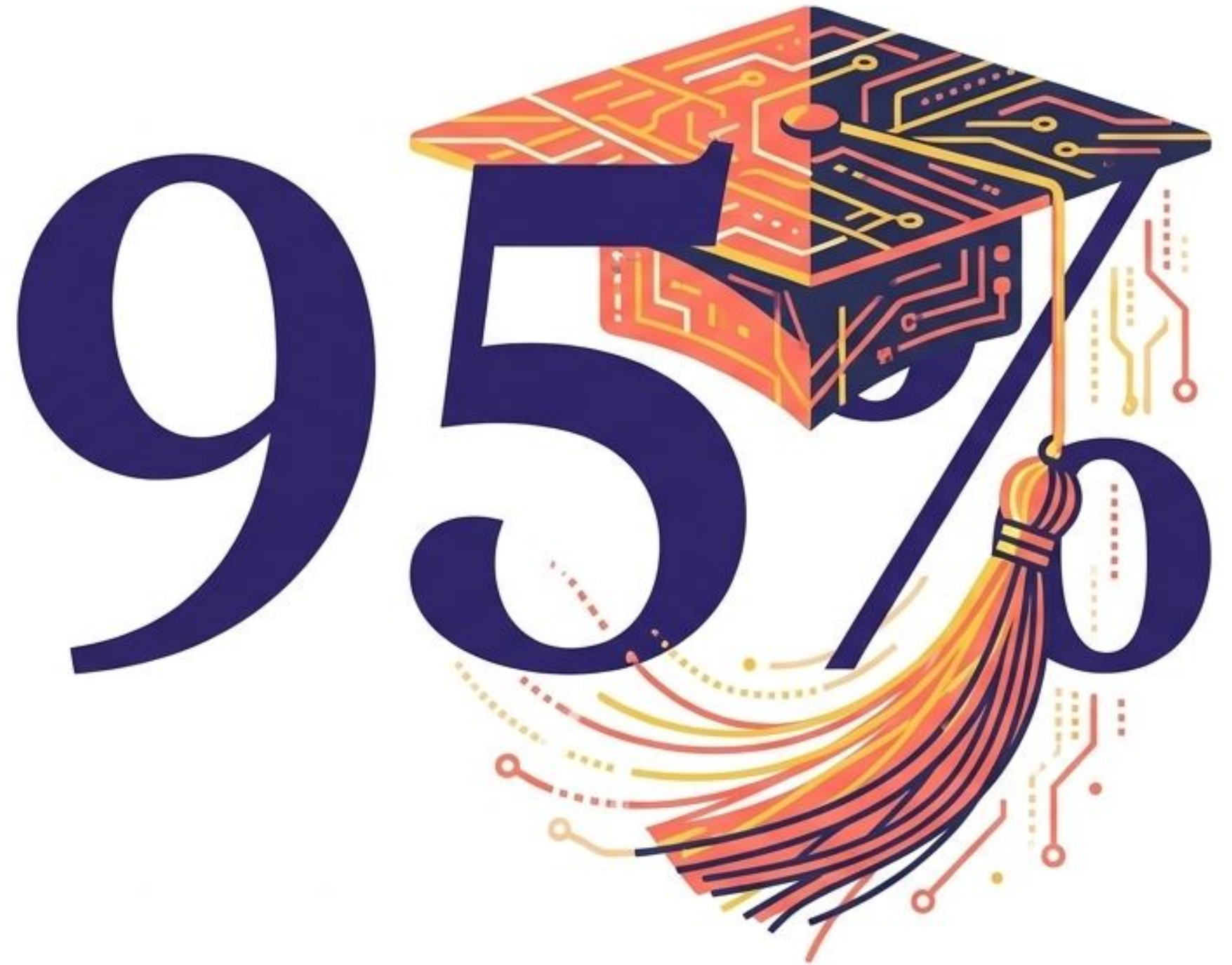
61% of respondents in Indonesia use AI for education and learning, outpacing all other major emerging tech hubs.



The University Standard

95% of Indonesian university students now leverage Generative AI in their learning process.

This represents the highest adoption rate among all 15 nations surveyed globally.





Gen Z is Doubling Down

Educational AI use among users aged 14–29 has surged by over 100% in a single year, with nearly half the demographic now focusing their AI usage strictly on education and learning.

43.98%

Today

21.84%

Last Year



The Speed vs. Depth Paradox

87%

87% of school students
use AI to complete their
assignments.



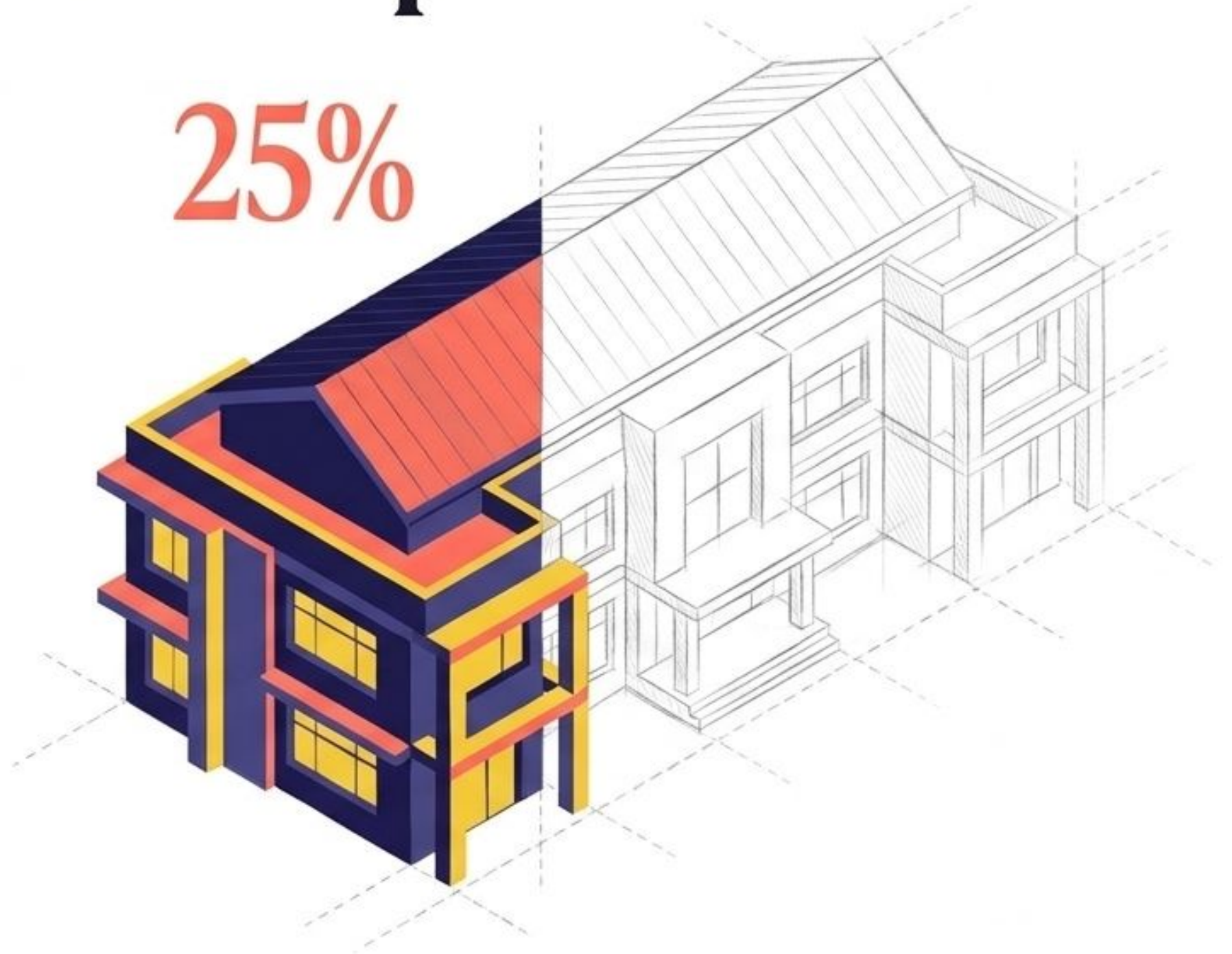
91%

91% of students worry
that fast completion by
AI is replacing deep
comprehension of the
material.

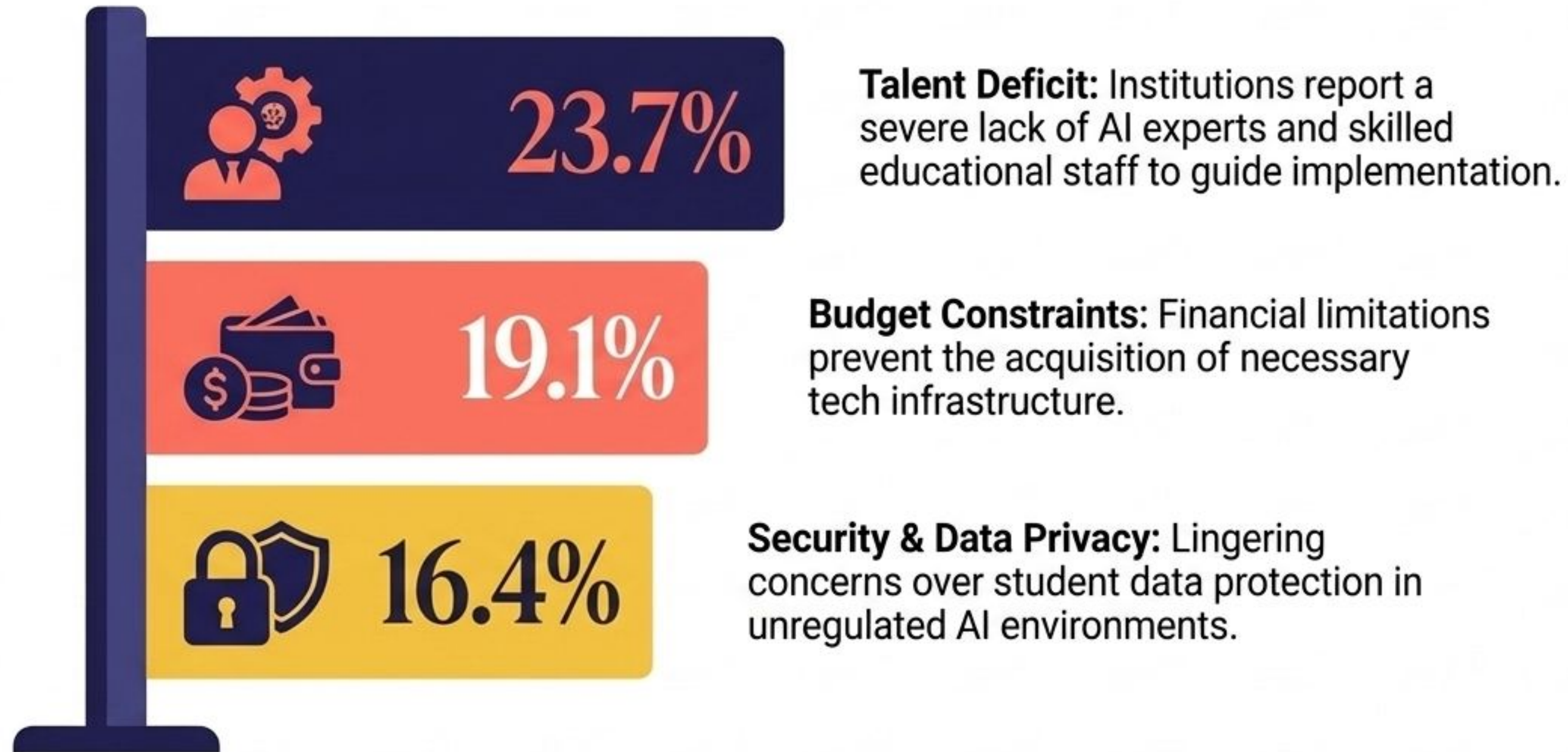
The Curriculum Catch-Up

25% of schools in Indonesia have begun integrating Coding and AI as elective subjects.

This structural foundation is currently being laid for students from Grade 5 all the way through High School (SLTA).



The Systemic Institutional Roadblocks



The Great AI Divide in Education



A massive strategic gap exists. Students are universally adopting AI at world-leading rates (95% university, 87% K-12), while institutions are bottlenecked by a lack of skilled staff (23.7%) and budget (19.1%) to guide them safely.



Closing the Gap

Indonesia undeniably leads the world in AI enthusiasm. The urgent mandate for policymakers and educators is transforming unchecked bottom-up adoption into structured, secure, and deeply comprehended learning.

Redefining 'Teacher-Led' for the Digital Age



Traditional Pedagogy

The Sage on the Stage
(Teacher as Dictator)

Marginal / Non-existent

Passive recipient of
standardized content

Stagnation and irrelevance



Mechanical Learning

AI-Directed
(Algorithm as Dictator)

Primary driver of curriculum

Isolated consumer of
algorithmic tasks

Loss of agency and
educational purpose



Cyber Pedagogy (The Helm)

The Architect
(Teacher as Strategic Designer)

Powerful tool subordinated
to curriculum goals

Active participant in
personalized inquiry

Requires intensive
professional upskilling



The Helm: Exercising Pedagogical Agency

"AI functions as an expander rather than a regresser of teacher leadership, provided the educator maintains absolute control over its deployment (Ghamrawi et al., 2024)."

WHAT
to use



Selecting appropriate AI tools (Intelligent Tutoring Systems, Profiling) based on developmental stages (Wang et al., 2024).

WHEN
to engage



Determining the precise moments to deploy technology versus prioritizing face-to-face, human dialogue.

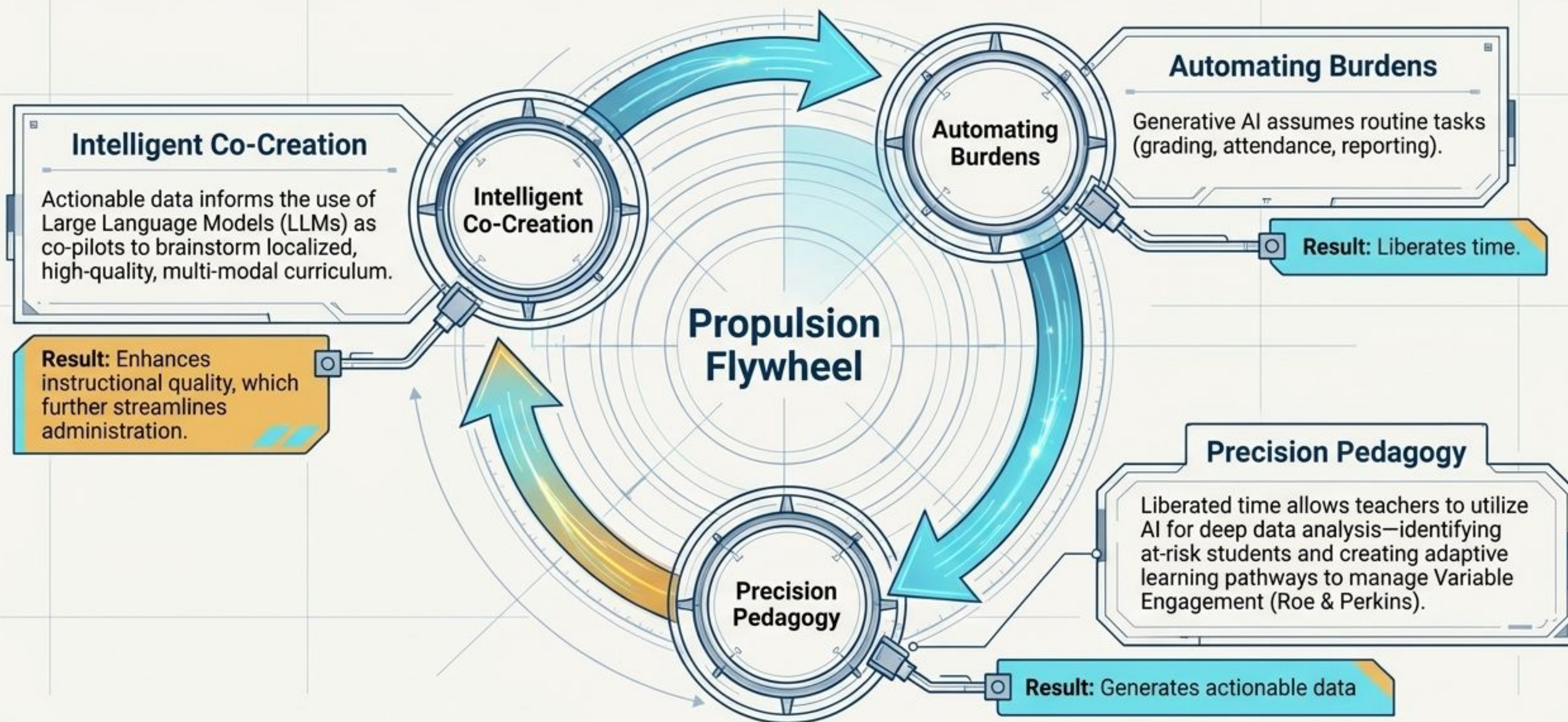
HOW
to interpret



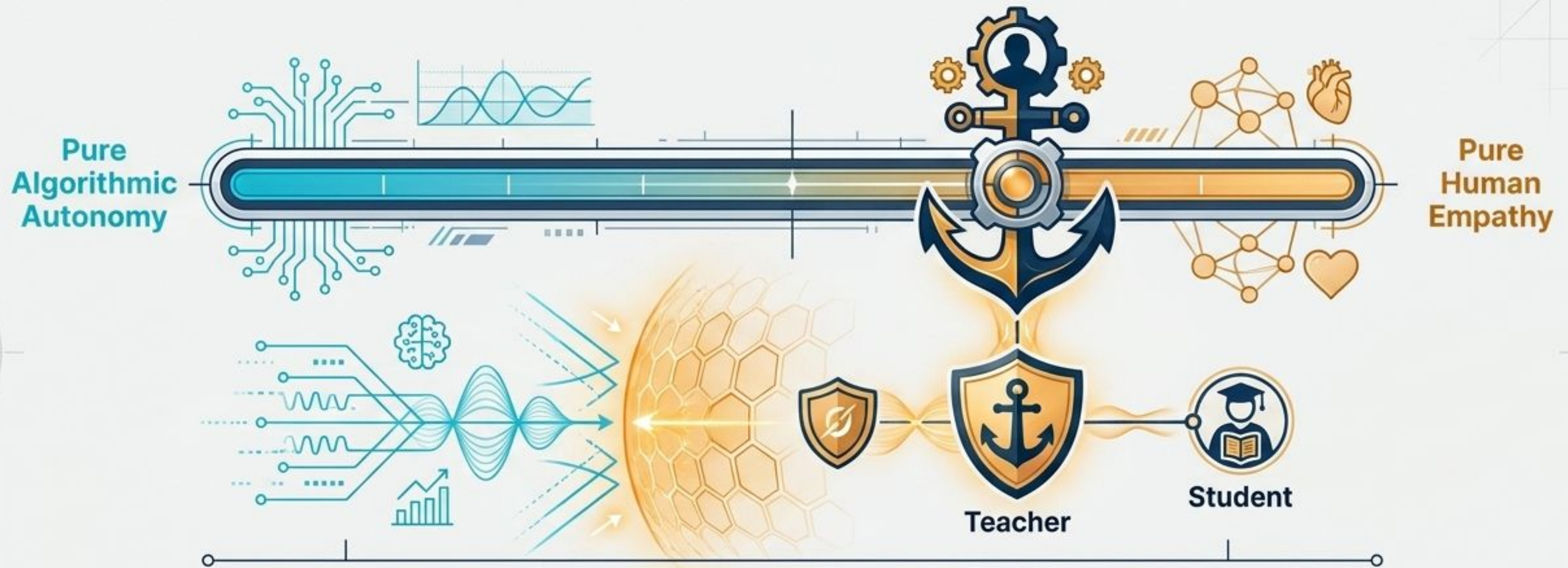
Filtering AI-generated data through the warm lens of human empathy and deep knowledge of student history.



The Propeller: AI as the Engine of Productivity



The Anchor: Maintaining the Socio-Emotional Buffer



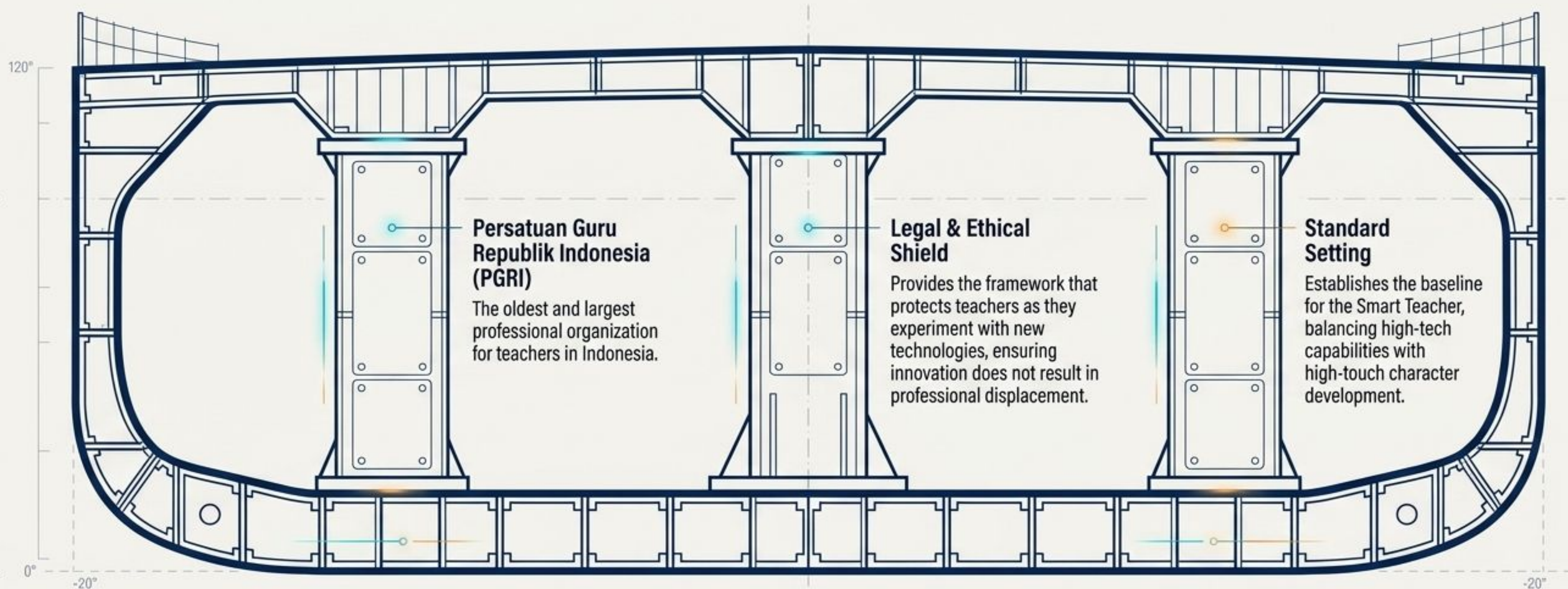
Key Insight: Students learn best when they **feel seen and valued**—a capacity AI intrinsically lacks. **Teachers** act as a **Socio-Emotional Buffer**.



Mentor Competencies: The teacher must maintain **Control in Digital Spaces**. They transition into a mentor who actively teaches students how to think critically about **AI outputs**, preventing the loss of student autonomy (Roe & Perkins, 2024).

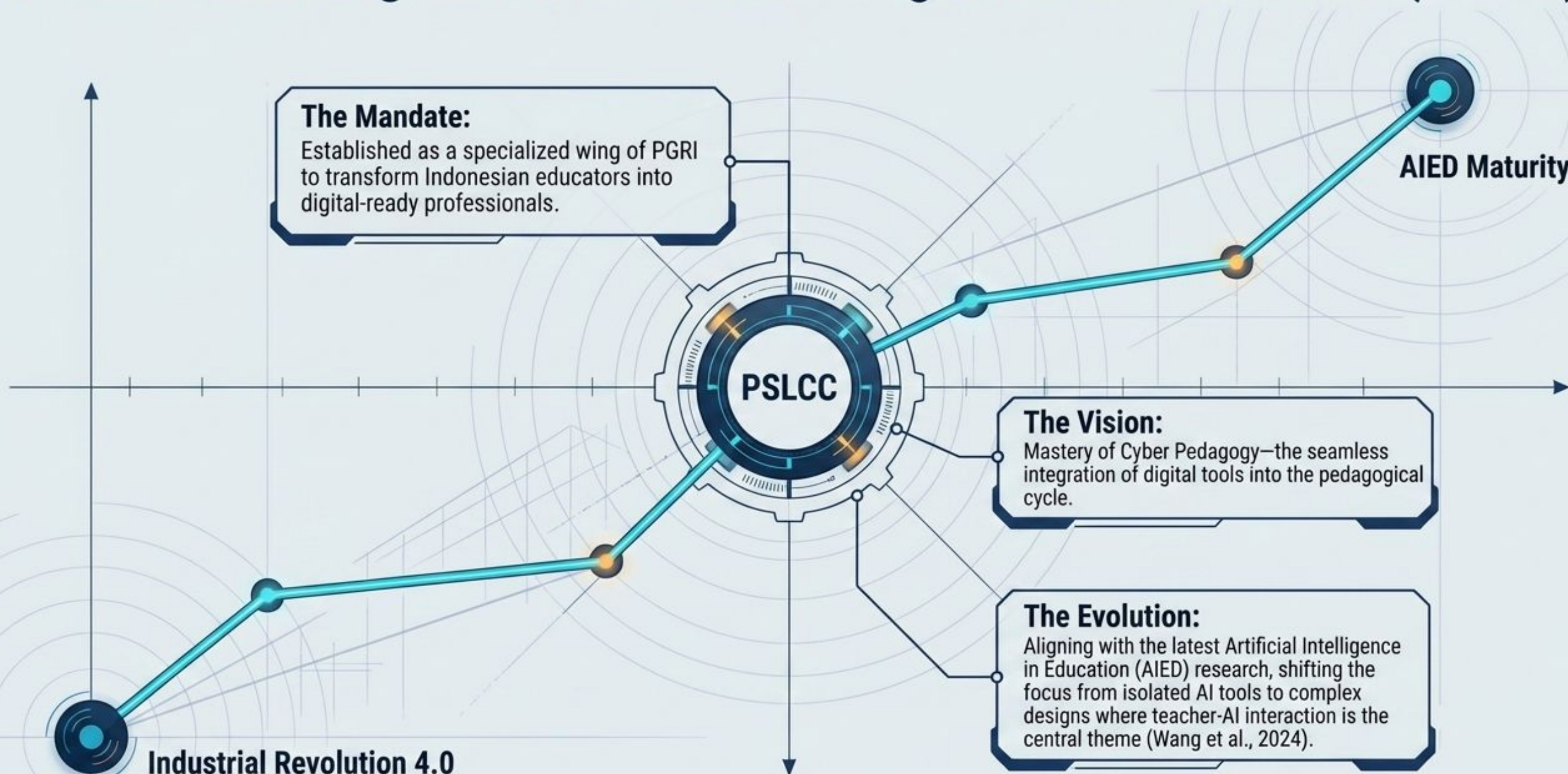
The Institutional Hull: Protection and Professionalism

A teacher at the helm requires more than individual skill; they require the security and backing of a robust professional organization.

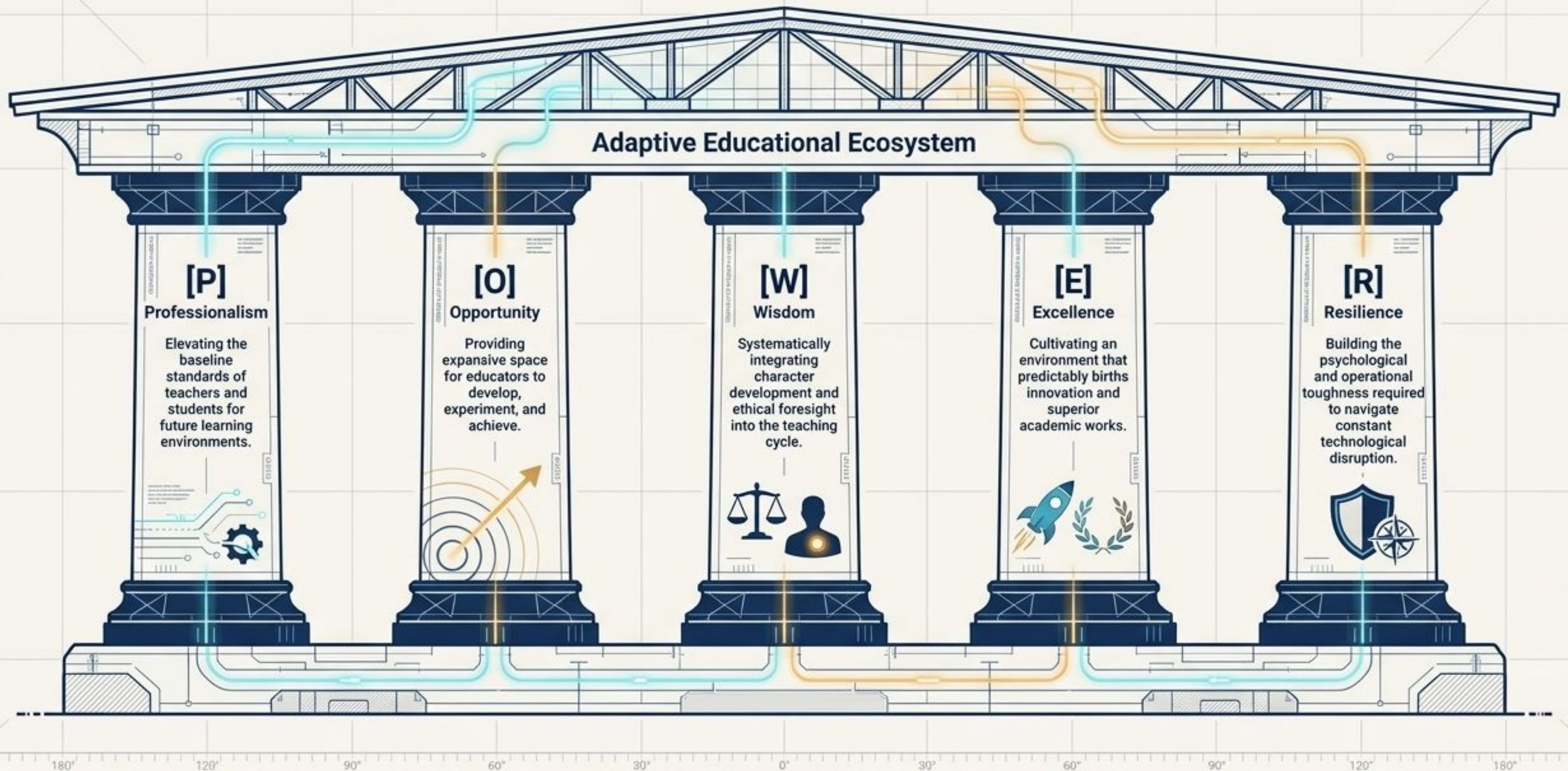




The Innovation Engine: PGRI Smart Learning and Character Center (PSLCC)

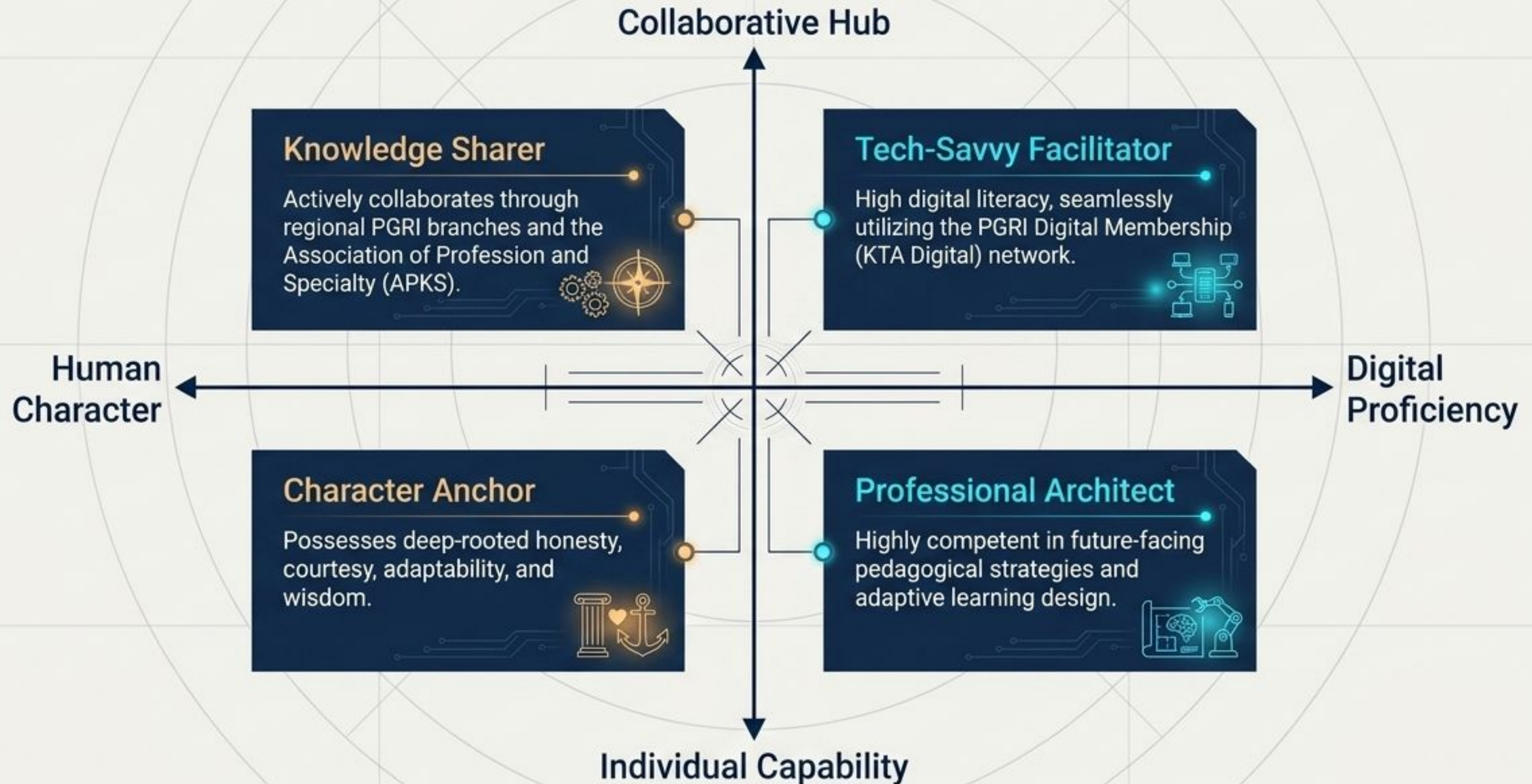


PGRI POWER 2026: The Strategic Framework





The 'Guru Unggul' Profile: The Future-Ready Educator





Translating Vision into Action: Key PSLCC Initiatives

Gen-AI Teacher Training Workshops



Practical upskilling on using Large Language Models (LLMs) to construct highly personalized lesson plans, directly addressing Variable Engagement.

Character-Based Digital Modules



Grounding the digital experience in the Wisdom pillar by deploying comprehensive curriculum on digital citizenship, ethics, and critical thinking.

The Virtual Gurulympics



A national innovation competition ensuring that teachers continually find new ways for AI to serve as an expander of their roles.



Strategic Directives for ASEAN Educators

1. Institutionalize Digital Centers

Action: Establish specialized organs (like PSLCC) within professional organizations to manage AI's dual impact.

Evidence: Necessary to structure the expansion of teacher roles (Ghamrawi).



2. Mandate Teacher Agency

Action: Policy frameworks must explicitly prioritize Teacher-Led implementations over pure autonomous AI deployment.

Evidence: The only proven safeguard against mechanical learning (Roe & Perkins).



3. Ensure Evidence-Based Integration

Action: Use systematic literature to dictate which AI applications serve local contexts best.

Evidence: Aligning tech deployment with AIED maturity models prevents wasted resources (Wang et al.).



Steering Toward 2030



The future of education is not a zero-sum battle between humans and machines. It is a highly engineered partnership.

Through the structural strength of PGRI and the technological vision of PSLCC, we are not just surviving the AI revolution—we are directing it. The engine is primed. The propeller is spinning. But the Helm remains, unequivocally, in human hands.



“No algorithm will love a child into literacy.”

The coming decade will decide if AI narrows human agency or expands it.
Our commitment: Invest in teachers, nurture relationships, deploy AI boldly.
We undertake this work in the enduring spirit of gotong royong.
The challenges are shared; the solutions will be shared.

To our colleagues across ASEAN and the Asia-Pacific:
Let us navigate together.