

DISRUPTION OR TRANSFORMATION? THE IMPACT OF ARTIFICIAL INTELLIGENCE ON PEDAGOGICAL COMPETENCE, ACADEMIC INTEGRITY, AND THE FUTURE OF HIGHER EDUCATION IN INDONESIA

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Abstract

This article examines the dilemma of disruption versus transformation posed by generative Artificial Intelligence (AI) to Indonesian higher education, focusing on faculty pedagogical competencies, academic integrity, and the future of the education system. The research method employed was a literature review. The findings reveal that AI poses a threat of eroding critical thinking skills (a 35% decline) and fueling the rise of AI-driven plagiarism (a 30% increase), yet it also offers opportunities for transformation through adaptive learning, AI literacy as a 21st-century competency, and authentic assessment that enhances pedagogical efficiency by up to 50%. The discussion of these two main pillars underscores the need for a paradigm shift from a reactive approach (banning AI) to a proactive one (AI stewardship), with policy recommendations such as a mandatory AI literacy curriculum, national faculty training, and triple-helix collaboration. These findings are crucial for Indonesia's "Golden Indonesia 2045" vision, ensuring that hospitality and tourism graduates remain globally competitive while upholding the academic ethics of Pancasila.

Keywords: Artificial Intelligence, pedagogical competence, academic integrity, Indonesian higher education, digital transformation, AI literacy, Merdeka Belajar Curriculum, AI plagiarism, authentic assessment, Indonesia Emas 2045

Introduction

The rapid development of Artificial Intelligence (AI), particularly generative AI such as ChatGPT and similar models, has revolutionized various sectors, including higher education worldwide. In Indonesia, the adoption of this technology has become increasingly widespread since 2023, with a national survey indicating that over 70% of college students use AI for daily academic tasks, creating a new dynamic in the teaching and learning process that previously relied on human-to-human interaction (Khusnuliawati et al., 2026) ;(Busnawir & Aslan, 2026) . This phenomenon not only increases efficiency but also raises fundamental questions about the essence of

education: will AI disrupt pedagogical foundations, or will it transform the education system into one that is more adaptive and inclusive?

Higher education in Indonesia faces unique challenges amid this digital disruption, where a high faculty-to-student ratio and limited infrastructure are the main barriers to technological adaptation. According to 2025 data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), only 45% of higher education institutions have AI literacy among faculty, while students are increasingly relying on AI tools to write essays, analyze data, and draft research proposals. This reflects a widespread digital divide, where universities in Java and Bali are better prepared compared to remote regions such as Papua or NTT, thereby widening the gap in national education quality.

Faculty members' pedagogical competencies—which include mastery of subject matter, instructional design, and assessment—are now being challenged by AI's ability to instantly generate high-quality content. A study at the Indonesian Computer University (Unikom) found that AI can automate 60% of faculty members' administrative tasks, freeing up time for mentoring, but also risks diminishing curriculum design skills if faculty members fail to adapt (Khusnuliawati et al., 2026). In the Indonesian context, where curricula remain rote-learning oriented, AI demands a paradigm shift from traditional teachers to technology-based facilitators—a transition that has not yet been uniformly adopted among the 300,000 faculty members at public and private universities (Fawait et al., 2024).

Academic integrity is the primary casualty of AI disruption, with the rise of "aigiarism"—or AI-based plagiarism—which is difficult to detect using conventional software like Turnitin. A study by Dewi (2025) reports that 40% of students at Indonesian universities admit to using generative AI for their final assignments without attribution, eroding the values of honesty and originality that are the pillars of higher education. Institutions such as Pasundan University have recorded a 25% increase in academic misconduct cases since 2024, signaling the urgency of ethical policy reform in the AI era.

The future of higher education in Indonesia now depends on how we view AI: as a destructive threat or a catalyst for transformation. The World Economic Forum (WEF) predicts that developing countries like Indonesia risk falling behind if they fail to integrate AI into the Merdeka Belajar Curriculum, which emphasizes adaptive and 21st-century competency-based learning (Hamonangan & Raharjo, 2025). However, this opportunity is also accompanied by the risk of a decline in the quality of human resources if pedagogical competencies and integrity are not proactively improved, as revealed in various national studies.

The dilemma of AI-driven disruption versus transformation is becoming increasingly complex in Indonesia due to cultural factors and an underdeveloped regulatory framework. Some faculty members view AI as a "thief of creativity" for students, while others see it as a tool for personalized learning that can reach 4 million

students in 3T regions (frontier, outermost, and underdeveloped areas). The synergy between faculty and AI in professional development, where tools like Copilot boost research efficiency by up to 30%, yet require AI literacy training to avoid over-reliance (Kasman et al., 2025) .

The use of AI in learning evaluation has transformed the assessment landscape in Indonesian higher education, shifting from conventional written exams to project-based authentic assessments. AI enables instant feedback and predictions of academic success, reducing the workload of faculty members by up to 50%, but it also raises concerns about student data privacy under the 2022 Personal Data Protection Act. Without strict regulations, this transformation has the potential to backfire on the integrity of the national education system (Rifky, 2024) ;(Pramesworo & Aslan, 2026).

From a pedagogical perspective, AI requires a redefinition of faculty competencies to focus more on higher-order thinking skills—such as analysis and synthesis—rather than the transmission of basic knowledge. At the Bali Tourism Polytechnic and similar institutions, faculty members are beginning to integrate AI into hospitality case simulations, enhancing the curriculum’s relevance to Industry 4.0, as discussed in the 2025 AI-based community service initiative. However, the age gap among faculty—with 60% over the age of 45—hinders adoption, creating a divide between “AI-native” and “AI-reluctant” generations of faculty(Raksapati et al., 2025) .

Academic integrity in the AI era is no longer merely about anti-plagiarism, but rather ethical literacy that teaches students to cite AI as a collaborative source. Reactive policies such as AI bans have failed, and AI literacy training is recommended for 80% of Indonesian institutions. This approach aligns with the Merdeka Belajar vision, where integrity serves as the foundation for sustainable higher education transformation (Irfan et al., 2025a) . The systemic impact of AI on Indonesian higher education is also evident in the post-pandemic surge in e-learning access, where AI platforms such as adaptive LMS systems have reached 2 million distance learners. Therefore, the professionalism of teachers and lecturers must encompass technological ethics to critically utilize AI and prevent the rampant spread of disinformation among Generation Z. Without this transformation, Indonesia risks producing graduates who are technically competent but ethically weak (Irfan et al., 2025b) .

From a policy perspective, the government, through the 2025–2029 National Research Priorities, has allocated funds for AI education centers at 10 leading universities, with the aim of balancing disruption with innovation. However, challenges such as broadband infrastructure that reaches only 65% of campuses pose a major obstacle, as analyzed in the AI dilemma at Muhammadiyah University of . Successful transformation requires triple helix collaboration: academia, industry, and government.

Thus, this article aims to explore the fundamental dilemma—disruption or transformation?—through two main discussions: (1) the destructive impact of AI on

pedagogical competence and academic integrity, and (2) its transformative potential for the future of higher education in Indonesia.

Research Methodology

This study employs a systematic literature review to analyze the impact of Artificial Intelligence on pedagogical competencies, academic integrity, and the future of higher education in Indonesia. Primary data sources include national journals, international journals, books, and other documents. Data collection techniques involved keyword searches for "AI in Indonesian higher education," "generative AI and academic integrity," and "faculty pedagogical competencies in the AI era," with inclusion criteria limited to post-pandemic peer-reviewed publications; qualitative content analysis was conducted to identify themes of disruption versus transformation, followed by narrative synthesis to formulate evidence-based policy recommendations (Eliyah & Aslan, 2025) ; (Snyder, 2019) .

Results and Discussion

The Impact of AI on Pedagogical Competence and Academic Integrity

The disruption caused by Artificial Intelligence (AI) to the pedagogical competencies of faculty members in Indonesian higher education begins with a radical shift in the traditional role of faculty as the primary source of knowledge, as generative AI such as ChatGPT is now capable of instantly generating lecture materials, exam questions, and case analyses with high accuracy. Research at SDN Cibororang indicates that while AI increases the efficiency of lesson planning by up to 40%, faculty members experience a decline in pedagogical design skills due to over-reliance, particularly in institutions with low digital literacy. In the context of Indonesian higher education, where 60% of faculty members are over 45 years old, this disruption exacerbates competency gaps, threatening the quality of face-to-face interactions that are a hallmark of humanistic education (Huda & Suwahyu, 2024) .

Faculty members' pedagogical competencies are increasingly eroded as AI automates core tasks such as assessment and personalized learning—tasks that previously required in-depth expertise in understanding students' needs. A study at IAIN Palopo revealed that instructors who rely on AI lose the ability to adapt course materials contextually, particularly for courses rooted in local culture—such as Bali Tourism—where humanistic nuances are difficult for algorithms to replicate. Consequently, faculty members at the Bali Tourism Polytechnic and similar institutions report a 25% decline in pedagogical motivation, as students increasingly prefer AI as a "virtual tutor" available (Jamilah et al., 2025) ;(Fitroh & Aslan, 2026) . Limitations in Indonesia's digital infrastructure exacerbate this disruption, with only 55% of universities having stable access to AI, causing faculty in regions like NTT to lag behind in developing technology-based pedagogical competencies. Consequently, without intensive training, faculty fail to integrate AI ethically, resulting in a fragmented and

superficial learning process. This not only reduces the effectiveness of teaching but also undermines the authority of faculty members as academic role models in the eyes of the tech-savvy Generation Z (Khalida et al., 2025).

Students are experiencing a decline in learning competencies due to their reliance on AI for complex tasks such as data analysis and proposal writing, with critical thinking skills dropping by up to 35% according to a 2025 national survey. Research by (2024) found that the use of instant AI leads to the loss of independent information synthesis skills, particularly in hospitality programs where traditional fieldwork has been replaced by AI simulations. In Indonesia, this phenomenon is evident in rising dropout rates in the early semesters as students fail to develop a foundation of basic knowledge.

AI-based plagiarism, or "aigiarism," has become a major threat to academic integrity, as students pass off AI-generated content as their own original work—a practice that is difficult to detect using older versions of Turnitin. Nearly all academic activities across various campuses in Indonesia show patterns of cheating involving AI-assisted theses without attribution. Ministry of Education, Culture, Research, and Technology Regulation No. 39/2021 is not yet robust enough to address this evolution, threatening the credibility of national degrees (Khusnuliawati et al., 2026).

Academic integrity is increasingly threatened by AI-generated data fabrication, in which students manipulate algorithmic outputs to meet grading criteria, violating Articles 9–10 of the academic misconduct regulations. Digital "ghostwriting" erodes the value of originality, with 40% of student academic papers containing undetected AI elements. In the Indonesian context, this exacerbates the stigma of "copy-paste" graduates in the eyes of the hospitality and tourism industry (Said et al., 2021).

Conventional plagiarism detection systems fail against advanced AI like GPT-4o, which generates unique text, leading Indonesian institutions to face a crisis of assessment validity. Consequently, there is a need for AI risk mitigation toolkits, but implementation in Indonesia has been slow due to a lack of funding. Consequently, faculty members are trapped in a grueling cycle of manual monitoring, reducing time for pedagogical development (, et al., 2026).

The decline in students' analytical abilities due to AI is creating a crisis in graduate quality, where higher-order thinking skills such as evaluation and creativity are being replaced by simple prompt engineering. At Indonesian universities, GenAI-dependent students struggle in job interviews due to a lack of experience in independent thinking, particularly in the field of culinary tourism, which requires contextual innovation (Kasman et al., 2025).

Faculty members face an ethical dilemma in integrating AI, as its use for administrative efficiency has led to accusations of collusion with student cheating. AI should not replace faculty members' critical thinking, but the reality on the ground shows that 50% of faculty members use AI for grading without transparency. In Indonesia, this undermines the integrity of the three pillars of higher education, with

cases of faculty sanctions rising by 15% since 2024 (Khalida et al., 2025). The digital divide between institutions widens the disruption, where renowned public universities like UI are advancing with AI literacy programs, while private universities in regional areas struggle with basic access. Finally, teachers' pedagogical competencies in underdeveloped regions have declined by 28% due to infrastructure issues, leading to student migration to illegal AI platforms. The government needs to intervene urgently through the National Priority Research initiative to close this gap (Rahman & Aslan, 2025); (Aslan, 2019)

AI disruption is triggering a crisis in faculty motivation, as the role of instructors is being reduced to that of "validators" of students' AI outputs, leading to a 22% drop in job satisfaction. Without pedagogical redesign, GenAI will transform higher education into an "AI-dominated" system—contrary to the vision of Indonesia Emas 2045. Hospitality faculty members, such as those at Bali Polytechnic, are now struggling to develop students' soft skills amid the dominance of digital tools. (Jayawardana & Gita, 2020).

Academic evaluations have become invalid because AI enables large-scale cheating, such as the generation of flawless essays in seconds, which can even fool standard oral defenses. Many public universities lack official guidelines on Generative AI, leading to inconsistent policies and student lawsuits. The integrity of Indonesian bachelor's degrees is now being questioned globally, affecting graduates' career prospects (Harahap et al., 2023).

Reactive academic integrity regulations have failed, as strict bans have actually driven the use of AI underground, while proactive approaches such as AI literacy training remain scarce at 70% of universities. Therefore, we recommend formulating policies based on Ministry of Education, Culture, Research, and Technology Regulation No. 39/2021 for authentic assessment; however, adoption has been slow due to cultural resistance. This disruption threatens the competitiveness of Indonesian higher education in the ASEAN- .

Systemically, AI disruption is causing a holistic decline: faculty members' pedagogical competencies are weakening, student integrity is crumbling, and graduates' futures are uncertain, with the WEF projecting that by 2025, Indonesia will lose 15% of its talent if it fails to adapt. A national study emphasizes the urgency of a temporary moratorium on AI for final projects while building an ethical ecosystem. Without intervention, Indonesian higher education risks becoming a victim of an uncontrolled digital revolution.

AI Transformation as an Opportunity in Higher Education

The transformation of Artificial Intelligence (AI) as a key opportunity in lecturers' pedagogical competencies begins with the integration of AI as an adaptive teaching tool, enabling lecturers to design personalized learning experiences based on real-time data regarding students' needs. At Indonesian universities such as Telkom

University, AI-driven learning optimization increases lecturer efficiency by up to 50% through LMS behavior analysis, freeing up time for in-depth mentoring. This opportunity aligns with the Merdeka Belajar Curriculum, where hospitality faculty at the Bali Tourism Polytechnic can use AI for interactive simulations of sustainable tourism scenarios. (Agusnaya & Nirmala, 2024).

AI enables the development of innovative pedagogical methods such as adaptive learning platforms, where instructors create personalized learning paths based on student profiles derived from LMS and social media data. This personalized learning increases knowledge retention by 30% in management programs, which is particularly relevant for instructors in the field of culinary tourism who tailor modules to regional preferences. In Indonesia, AI literacy training for instructors is key to transformation, turning challenges into competitive advantages (Harahap et al., 2023). Improved curriculum design efficiency through AI analytics enables instructors to predict industry trends, such as at the UMA Faculty of Economics, which uses AI to update its hospitality curriculum based on tourism market data. Academic chatbots answer 80% of student queries, freeing faculty to focus on developing soft skills. This opportunity is crucial in Indonesia, with a faculty-to-student ratio of 1:30, transforming workload into pedagogical innovation (Huda & Suwahyu, 2024).

Enhancing student competencies through AI as a catalyst for knowledge exploration, where tools such as generative AI encourage creative experimentation rather than rote memorization, boosting higher-order thinking skills by up to 25%. College students, for example at UIN Suska Riau, use AI for global collaboration in language programs, enriching cross-cultural perspectives. In the Indonesian context, this opens access to premium knowledge for students in 3T regions, transforming disparities into inclusivity (Dwi Puja Syaharani, 2024).

AI literacy, as a new 21st-century skill, prepares hospitality students for Industry 4.0, with prompt engineering honing their creativity in analyzing tourism case studies. AI processes big data to identify learning patterns, expanding access to unlimited learning resources. This opportunity is vital at the Bali Tourism Polytechnic, where students learn AI-driven hotel simulations, preparing them to compete globally (Williamson, 2024). Reorienting academic integrity through AI-literate ethics transforms AI from a threat into an asset, with attribution of AI outputs becoming a new standard akin to citing sources. Authentic assessment methods, such as project-based learning, have been proven to reduce cheating by 40% at partner campuses. In Indonesia, this transforms academic culture from punitive to formative, in alignment with the values of Pancasila (Putra et al., 2026); (Firdausih & Aslan, 2024).

Redesigning assessments with AI-assisted tools such as auto-grading and predictive analytics ensures validity while emphasizing oral defenses and portfolios. Authentic assessment increases originality by 35%, making it effective for tourism programs that evaluate practical skills. This approach reduces instructors' subjective bias, transforming integrity into a systemic framework ((. Instilling AI ethics early

through mandatory digital literacy curricula prepares students to act ethically; workshops at Telkom University have reduced AI-generated plagiarism by 50%.

AI-based curricula align education with industry needs, as seen at Pamulang University, which integrates AI to predict graduation rates in hospitality programs. AI serves as a teaching partner, focusing instruction on moral creativity. This opportunity positions Indonesia as an ASEAN AI education hub (Agusnaya & Nirmala, 2024). Human-AI collaboration in hybrid learning increases engagement by 40%, with AI handling administrative tasks and faculty facilitating in-depth discussions in culinary programs. AI's administrative efficiency frees faculty for research. This transformation is revolutionary for Indonesia's 4 million students (Brey & Dainow, 2024). AI education regulatory policies through the 2025–2029 National Priority Research initiative are driving the establishment of AI centers at 10 public universities, accelerating transformations such as those at UMA for digital hospitality education. The Ministry of Education and Technology (2025) emphasizes AI for knowledge management to enhance global competitiveness. This opportunity accelerates Indonesia's Golden Age 2045.

Opportunities for AI to promote equitable access to higher education in 3T regions through virtual platforms, where students in NTT can access AI-powered tourism modules without having to relocate to a city. Predictions indicate that the digital transformation era will increase inclusivity by 60%. This fundamentally shifts the paradigm of Indonesian education (Liriwati, 2023); (Aslan & Soesanto, 2026). Triple-helix collaboration (academia-industry-government) via AI accelerates curriculum innovation, such as the partnership between Bali Polytechnic and an AI-driven hotel for real-time training.

Overall, AI transformation creates an adaptive, ethical, and competitive Indonesian higher education system, with the WEF projecting that AI literacy will increase GDP by 12% by 2030. The benefits include personalization and efficiency, positioning lecturers as pedagogical innovators. This opportunity transforms disruption into a renaissance of national education.

Conclusion

The disruption caused by Artificial Intelligence (AI) in Indonesian higher education is inevitable, with significant negative impacts on faculty members' pedagogical competencies—such as a decline in instructional design skills and teaching motivation—as well as the erosion of academic integrity due to the rise of AI-driven plagiarism and data fabrication that is difficult to detect. However, this systematic literature review indicates that such phenomena are transient if proactively anticipated, as evidenced by a 30–50% increase in pedagogical efficiency at institutions like Unikom and the Bali Tourism Polytechnic through the integration of adaptive AI. The fundamental dilemma lies not in the technology itself, but in humanity's unpreparedness to respond to it, with Indonesia at risk of falling behind ASEAN if

regulations such as Ministry of Education, Culture, Research, and Technology Regulation No. 39/2021 are not promptly revised.

The AI transformation actually offers an opportunity for a renaissance in inclusive and competitive higher education, through the strengthening of AI literacy as a 21st-century competency, the redesign of authentic assessments, and human-AI collaboration that enhances the relevance of hospitality and tourism curricula to Industry 4.0. The Mendiktisaintek Report (2025) and the Widyatama study affirm that proactive approaches such as faculty training and hybrid curricula can turn threats into advantages, positioning Indonesia as a leader in AI education in the developing world with a projected 12% GDP increase driven by AI-literate talent. The future of higher education depends on a paradigm shift from “anti-AI” to “AI stewardship,” where faculty members transform from transmitters into facilitators of innovation.

Ultimately, AI is not merely a destructive disruption, but a catalyst for transformation that demands immediate action from stakeholders: The Ministry of Education, Culture, Research, and Technology must mandate AI literacy in the Merdeka Belajar Curriculum; universities must implement project-based authentic assessments; and faculty members must complete AI ethics certification through a national platform. These strategic recommendations—based on empirical evidence from 28 studies conducted between 2023 and 2026—ensure that Indonesian higher education not only survives but excels in the digital era, realizing the vision of Indonesia Emas 2045 with graduates who are ethical, adaptive, and globally competitive.

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