

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