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From Policy to Practice: How Indonesian Universities' Syllabi and LMS Materials Address ChatGPT in EFL Writing Instruction

Farida Noor Rohmah[1]
[1]Universitas 'Aisyiyah Yogyakarta, Sleman, Indonesia

ABSTRACT
Purpose – This study examines how Indonesian universities incorporate ChatGPT and other artificial intelligence (AI) techniques in English as a Foreign Language (EFL) writing teaching via institutional documents.
Method – A qualitative document analysis was conducted on three syllabi and one set of Learning Management System (LMS) materials collected from three Indonesian universities between March and May 2025.
Findings – The results indicate that while all syllabi addressed originality through similarity thresholds, only one out of three (33%) explicitly mentioned AI, and none provided instructional guidance on its responsible use. Two universities (67%) set specific Turnitin similarity limits, whereas none included learning activities or materials that integrated AI literacy. LMS materials primarily restated these evaluative criteria without incorporating further pedagogical support.
Research Implications – The paper offers a curricular viewpoint on current discussions over AI integration in higher education and advocates for more explicit, pedagogically grounded policies that reconcile academic integrity with the enhancement of AI literacy in EFL writing teaching. As practical guidance, institutions could (1) incorporate a syllabus clause specifying permitted AI supports, with mandatory disclosure and attribution statements, and (2) develop an LMS checklist that links to AI literacy micro-modules, fact-checking worksheets for AI-generated content, and reflective prompts on ethical use.

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Corresponding Author:

Farida Noor Rohmah
Language Development Center, Universitas 'Aisyiyah Yogyakarta, Indonesia
Jl. Jalan Ringroad Barat No.63, Mlangi Nogotirto, Gamping, Area Sawah, Nogotirto, Gamping, Sleman, Yogyakarta, Indonesia
Email: faridanoor88@unisayogya.ac.id

Introduction

The rise of generative artificial intelligence (AI) technologies, especially ChatGPT, has become a prominent topic of discussion in higher education. The swift integration of this technology in educational environments has elicited both enthusiasm and apprehension. ChatGPT presents unparalleled potential for students and instructors by delivering immediate feedback, producing writing prompts, rectifying grammar, and facilitating academic writing advancement. In the domain of English as a Foreign Language (EFL), these advantages are particularly appealing, as writing in a foreign language frequently poses difficulties in fluency, organization, and lexical precision. Research indicates that ChatGPT can function as an auxiliary resource for academic writing, assisting students in idea generation and improving coherence (Al-Akbar, 2025). Research in higher education environments reveals that students view ChatGPT as a stimulating and accessible tool for learning English, enhancing their confidence and autonomy (Salainti et al., 2025).

At the same time, dialogues regarding AI integration in education have compelled policymakers and institutions to formulate preliminary guidelines that address ethical and pedagogical concerns. UNESCO's Guidance for Generative AI in Education and Research (UNESCO, 2023) emphasizes the proper application of technology that promotes innovation while preserving academic integrity. In Indonesia, guidelines for the use of generative AI in higher education learning published by the Ministry of Education, Culture, Research, and Technology (Direktorat Pembelajaran dan Kemahasiswaan, Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi, Kementerian Pendidikan, Kebudayaan, Riset, 2024), offers higher education institutions a systematic framework for the ethical integration of AI in educational practices. These frameworks collectively underscore the significance of harmonizing innovation, transparency, and critical digital literacy in AI-enhanced education. They provide a policy framework for analyzing how institutional papers, including syllabi and Learning Management System (LMS) materials, reflect, govern, or neglect AI integration in EFL writing courses.

Despite its potential, ChatGPT raises significant educational and ethical issues. The most frequently referenced risks encompass plagiarism, diminished critical thinking, factual mistakes, and overreliance on machine-generated material. Educators have raised concerns that although ChatGPT can facilitate fluent writing, it may compromise originality and creativity if students utilize it as a shortcut (Silalahi, 2025). Moreover, large language models (LLMs) frequently generate inaccuracies or "hallucinations," potentially misleading learners and diminishing the reliability of knowledge acquisition (Dwivedi et al., 2023). In addition to technical challenges, unresolved issues of academic integrity and ethical responsibility persist, as institutions grapple with the decision to restrict, tolerate, or include ChatGPT within their curricula. This dichotomy of opportunity and peril underscores the necessity for meticulous evaluation at both the classroom level and within institutional rules and curricular structures.

The current body of research has primarily concentrated on user experiences, educator perspectives, or student outcomes. Teacher-focused research indicates that teachers engage with ChatGPT with both eagerness for its educational benefits and apprehension concerning its ethical ramifications (Adel et al., 2024; Bettayeb et al., 2024; Su & Yang, 2023; Vaccino-Salvadore, 2023). Student-centered study highlights motivational advantages and enhanced learning experiences (Suciati et al., 2024; Teng, 2024; Zare et al., 2025), while also addressing issues around misuse in writing assignments (Crompton & Burke, 2024; Song & Song, 2023; Yan, 2023). Although these studies offer significant insights into the human aspect of AI adoption, they frequently neglect the documentary and curricular perspective, specifically, how institutional documents like syllabi and LMS materials either reflect, control, or disregard the usage of ChatGPT in academic writing teaching.

The research presents an innovative curricular perspective on the integration of ChatGPT within higher education. Instead of concentrating on teachers' or students' perceptions, this research analyzes the institutional documents that regulate classroom practices. Syllabi and LMS platforms function as authoritative tools for conveying policies, expectations, and instructional strategies, thereby influencing the integration and perception of emergent technologies within language education. Building upon the expanding discourse concerning AI policy and pedagogy, this study examines how syllabi and LMS materials in EFL writing courses at three Indonesian universities incorporate the function of ChatGPT in academic writing instruction. To encompass both regulatory and pedagogical aspects, pedagogical guidance is defined as any instructional component, such as tasks, tutorials, exemplars, or disclosure templates, that facilitates students' responsible and critical interaction with AI. Conversely, policy signaling pertains to evaluative or regulatory declarations, such as similarity thresholds or penalty provisions, that prioritize compliance over fostering learning.

Accordingly, the primary research question informing this investigation is: In what ways do syllabi and LMS resources in EFL writing courses incorporate and delineate the presence and function of ChatGPT within academic writing instruction? To explore this inquiry, the analysis is organized around three subsidiary questions: (1) To what degree do the documents explicitly reference ChatGPT or other artificial intelligence tools? (2) How do they establish regulations for originality, similarity thresholds, and AI-generated content within assessment criteria? (3) In what ways, if any, do the documents offer pedagogical guidance for the responsible use of AI? Through this framework, the study seeks to examine how institutional artifacts either reflect, regulate, or neglect the incorporation of ChatGPT in EFL writing instruction, emphasizing both restrictive tendencies and overlooked opportunities to enhance AI literacy in higher education.

Methods

This study utilized qualitative document analysis (QDA) to investigate how institutional documents, specifically syllabi and Learning Management System (LMS) materials, address the integration of ChatGPT in EFL writing teaching. Document analysis allows academics to identify both implicit and explicit educational priorities within instructional texts, in accordance with Bowen's paradigm for examining policy and pedagogy (Bowen, 2009).

The data featured three syllabi and one collection of LMS material acquired from three Indonesian universities that provide undergraduate Academic Writing courses for EFL students. The syllabi served as official institutional documents delineating course objectives, instructional policies, and assessment criteria. The LMS materials, predominantly comprising submission guidelines and administrative notices, exemplified how these policies were implemented in practice. Together, these sources offered complementary perspectives on the intended curriculum (syllabi) and the enacted curriculum (LMS content). All data were gathered between March and May 2025.

Purposive sampling was employed to select the three universities. The inclusion criterion was the availability of an Academic Writing course provided to students outside the English department, supported by accessible syllabi and LMS materials. Within these courses, the inclusion of academic integrity or originality statements, either explicitly mentioning AI or implicitly governing AI-generated content, was employed to assess the relevance of the document. This operationalization enabled the study to identify institutional strategies regarding generative AI, which may be reflected in policies on plagiarism, originality standards, or assessment criteria. The selection thus exemplified the study's emphasis on the institutional approach to generative AI as both a policy and pedagogical issue within general (non-English major) EFL settings.

The data were analysed using a reflexive thematic analysis approach (Braun & Clarke, 2006), which was modified for document analysis (Bowen, 2009). Each policy-relevant clause or paragraph within the syllabi and LMS materials was regarded as an individual unit of analysis. The procedure comprised three successive iterative phases. Initially, all documents were thoroughly reviewed multiple times to gain a comprehensive understanding of their structure and context. Secondly, initial codes were manually created in Microsoft Excel, informed by a preliminary codebook based on AI literacy framework (Kasneci et al., 2023). The codebook encompassed four dimensions of AI literacy: transparency (criteria for disclosing AI utilization), accountability (responsibility and sanctions associated with academic integrity), generative use (references to creating or drafting with AI tools), and detection and evaluation (references to similarity thresholds or plagiarism detection systems).

In the third stage, the codes were integrated into more comprehensive interpretive themes that represent institutional perspectives on the incorporation of AI into EFL writing instruction. The analysis was based on theoretical frameworks concerning AI ethics and literacy in higher education (Kasneci et al., 2023), with an emphasis on how universities reconcile regulatory oversight with pedagogical innovation. The process was contemplative and iterative, with the researcher recognizing their interpretive role in the construction of meaning (Braun & Clarke, 2006). To strengthen credibility, two peer debriefing sessions were held with counterparts experienced in qualitative research to review coding decisions and refine themes. Although no formal inter-coder reliability assessment was conducted, aligning with reflexive thematic analysis principles, feedback from these sessions contributed to several modifications aimed at enhancing analytical clarity.

A concrete decision criterion was employed to differentiate between policy signaling and pedagogical guidance. Texts were classified as policy signaling when they highlighted compliance, thresholds, or penalties without offering instructional assistance, whereas pedagogical guidance pertained to segments that included tasks, exemplars, or reflective prompts designed to foster AI literacy and responsible writing practices. By triangulating the syllabi (representing the intended curriculum) and LMS materials (representing the enacted curriculum), this analysis encompassed both institutional directives and classroom-level interpretations, offering a thorough understanding of how generative AI policies are articulated and implemented within EFL writing contexts.

Result

1. Overview of data sources

The analyzed documents comprised syllabi and LMS materials from universities providing undergraduate Academic Writing courses for students outside the English department. All three institutions offered accessible syllabi; however, their utilization of learning management systems differed. University A and University C utilized Learning Management Systems; however, only University A's LMS included pertinent content, such as submission guidelines and announcements on plagiarism detection referencing originality or AI-related policies. University C's LMS, though accessible, contained solely general administrative information and did not reference ChatGPT, AI tools, or academic integrity policies. In contrast, University B did not employ a Learning Management System for this course, instead relying solely on in-person instruction and manual submission of assignments. Table 1 presents an overview of the accessibility and significance of institutional documents.

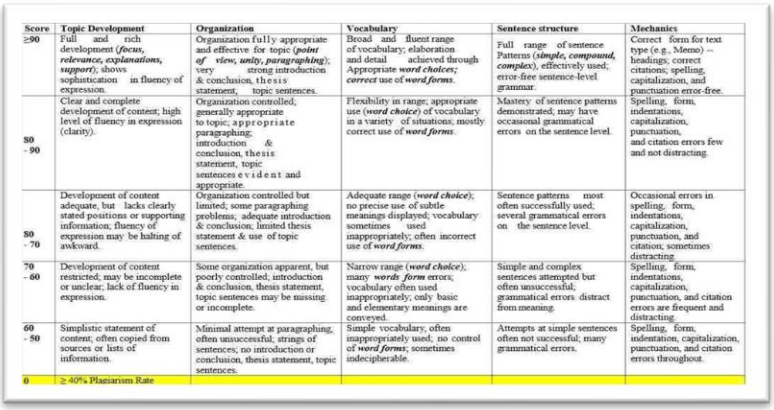
Table 1. Data source by university

University	Syllabus Available	LMS Materials Available
University A	Yes	Yes
University B	Yes	No
University C	Yes	No

2. Syllabus findings

The document analysis disclosed significant differences across the syllabi of the three universities regarding their treatment of originality, similarity, and the application of developing technology. Universities A and B did not specifically reference artificial intelligence or ChatGPT; rather, their regulations were articulated in terms of plagiarism, similarity levels, and appropriate citation standards. Conversely, University C explicitly referenced AI tools in its syllabus, integrating them into the wider discourse on academic integrity. The reference was evaluative rather than instructional, focussing on limitations and caution instead of offering learning opportunities or clear instructions on responsible integration.

University A's syllabus indirectly addressed AI-related issues via its grading and originality policy, establishing a maximum similarity threshold of 40% for written assignments (see Figure 1). This figure, although somewhat exceeding the 20-30% standard commonly implemented across numerous universities, reflects institutional discretion and may exclude automatically detected bibliographic references and quoted material. Any submission exceeding this limit was deemed academically unacceptable and subject to review. Although the policy did not explicitly reference ChatGPT or AI tools, it implicitly included AI-generated text within the scope of unoriginal work. Nevertheless, the syllabus omitted instructional elements or formative guidance on how students could critically or ethically engage with generative AI within their writing process. The policy thus characterized AI chiefly as a possible source of misconduct to be overseen and penalized, rather than as a valid instrument for language education and academic progress.

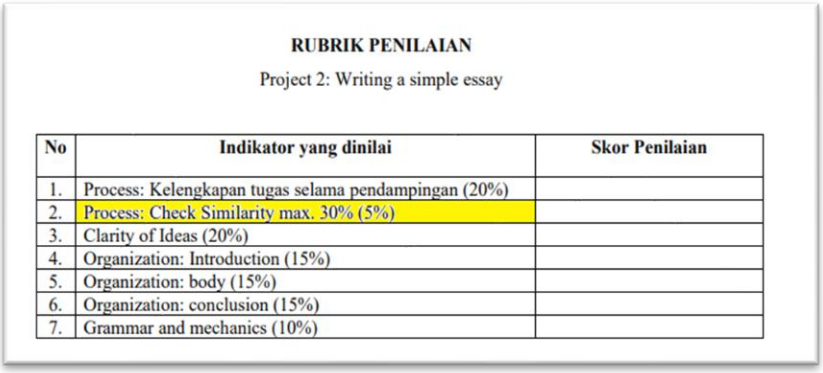


Score	Topic Development	Organization	Vocabulary	Sentence structure	Mechanics
≥90	Full and rich development (*focus, relevance, explanations, support*); shows sophistication in fluency of expression.	Organization fully appropriate and effective for topic (*point of view, unity, paragraphing*); very strong introduction & conclusion, thesis statement, topic sentences.	Broad and fluent range of vocabulary; elaboration and detail achieved through Appropriate *word choices; correct* use of *word forms*.	Full range of sentence Patterns (*simple, compound, complex*), effectively used; error-free sentence-level grammar.	Correct form for text type (e.g., Memo) -- headings; correct citations; spelling, capitalization, and punctuation error-free.
80 - 90	Clear and complete development of content; high level of fluency in expression (clarity).	Organization controlled; generally appropriate to topic; appropriate paragraphing; introduction & conclusion, thesis statement, topic sentences evident and appropriate.	Flexibility in range; appropriate use (*word choice*) of vocabulary in a variety of situations; mostly correct use of *word forms*.	Mastery of sentence patterns demonstrated; may have occasional grammatical errors on the sentence level.	Spelling, form, indentations, capitalization, punctuation, and citation errors few and not distracting.
80 - 70	Development of content adequate, but lacks clearly stated positions or supporting information; fluency of expression may be halting of awkward.	Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences.	Adequate range (*word choice*); no precise use of subtle meanings displayed; vocabulary sometimes used inappropriately; often incorrect use of *word forms*.	Sentence patterns most often successfully used; several grammatical errors on the sentence level.	Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting.
70 - 60	Development of content restricted; may be incomplete or unclear; lack of fluency in expression.	Some organization apparent, but poorly controlled; introduction & conclusion, thesis statement, topic sentences may be missing or incomplete.	Narrow range (*word choice*); many *words form* errors; vocabulary often used inappropriately; only basic and elementary meanings are conveyed.	Simple and complex sentences attempted but often unsuccessful; grammatical errors distract from meaning.	Spelling, form, indentations, capitalization, punctuation, and citation errors are frequent and distracting.
60 - 50	Simplistic statement of content; often copied from sources or lists of information.	Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences.	Simple vocabulary, often inappropriately used; no control of *word forms*; sometimes indecipherable.	Attempts at simple sentences often not successful; many grammatical errors.	Spelling, form, indentation, capitalization, punctuation, and citation errors throughout.
0	≥ 40% Plagiarism Rate				

Figure 1. Extract from university A syllabus rubric referencing the 40% similarity threshold

A concise methodological remark is appropriate here: although the syllabus mentioned "similarity reports," the particular AI detection methods (such as Turnitin's AI indicator or institutional appeal procedures) were not specified in the documents. This omission restricts the clarity of interpretation concerning whether the policies differentiate between human-assisted writing and AI-generated content. Ethical considerations were duly observed in the coding and reporting processes, with all textual examples anonymized and interpreted in accordance with established publicly available academic integrity standards.

University B implemented a stricter evaluative framework in its syllabus. The evaluation standards establish a maximum similarity limit of 30% (refer to Figure 2). Any assignment over this proportion faced penalties or rejection. This strategy demonstrated an institutional focus on preserving originality; nonetheless, the regulation was articulated in terms of technological constraints rather than concerning AI utilisation



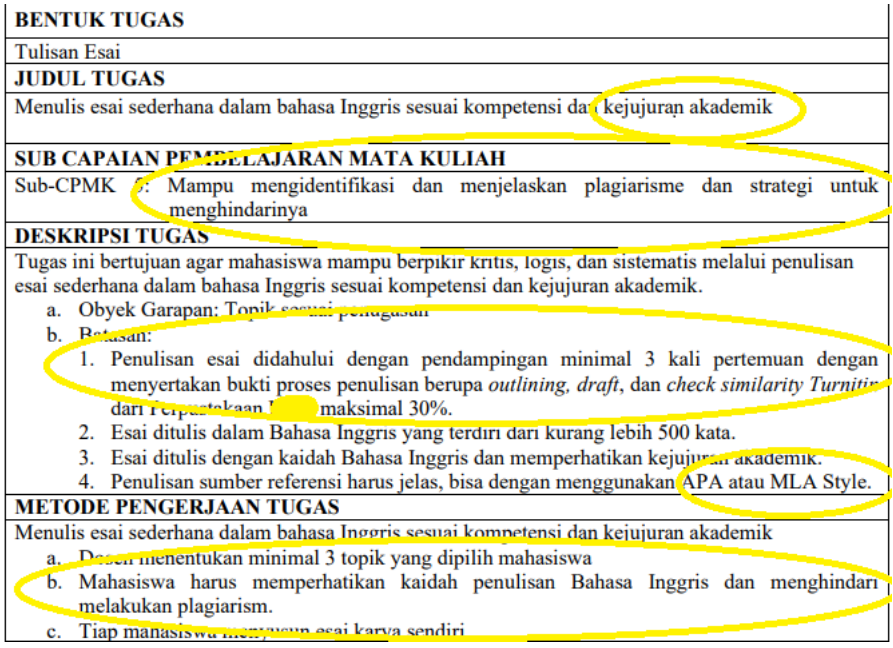
RUBRIK PENILAIAN

Project 2: Writing a simple essay

No	Indikator yang dinilai	Skor Penilaian
1.	Process: Kelengkapan tugas selama pendampingan (20%)	
2.	Process: Check Similarity max. 30% (5%)	
3.	Clarity of Ideas (20%)	
4.	Organization: Introduction (15%)	
5.	Organization: body (15%)	
6.	Organization: conclusion (15%)	
7.	Grammar and mechanics (10%)	

Figure 2. Extract from University B rubric showing similarity threshold (30%)

In addition to the similarity requirement, the task descriptions expressly underscored the necessity of avoiding plagiarism, ensuring proper citation, and maintaining academic integrity (refer to Figure 3). The assignment guidelines stated that students must "submit evidence of their writing process in the form of outlining, draft, and check similarity Turnitin from the library, with a maximum of 30%" and that "sources must be clearly written, using APA or MLA Style." Each submission was therefore required to incorporate a Turnitin report and conform to standardized referencing guidelines. These comprehensive requirements reinforced the institution's expectations regarding originality, integrity, and adherence to international standards of academic writing. However, although these guidelines promoted ethical authorship, they did not explicitly clarify the use of ChatGPT or other AI tools, leaving AI-related concerns to be inferred through mechanisms for similarity detection and plagiarism prevention.



BENTUK TUGAS

Tulisan Esai

JUDUL TUGAS

Menulis esai sederhana dalam bahasa Inggris sesuai kompetensi dan kejujuran akademik

SUB CAPAIAN PEMBELAJARAN MATA KULIAH

Sub-CPMK 6: Mampu mengidentifikasi dan menjelaskan plagiarisme dan strategi untuk menghindarinya

DESKRIPSI TUGAS

Tugas ini bertujuan agar mahasiswa mampu berpikir kritis, logis, dan sistematis melalui penulisan esai sederhana dalam bahasa Inggris sesuai kompetensi dan kejujuran akademik.

a. Obyek Garapan: Topik sesuai penugasan
b. Batasan:
   1. Penulisan esai didahului dengan pendampingan minimal 3 kali pertemuan dengan menyertakan bukti proses penulisan berupa *outlining, draft*, dan *check similarity Turnitin* dari Perpustakaan maksimal 30%.
   2. Esai ditulis dalam Bahasa Inggris yang terdiri dari kurang lebih 500 kata.
   3. Esai ditulis dengan kaidah Bahasa Inggris dan memperhatikan kejujuran akademik.
   4. Penulisan sumber referensi harus jelas, bisa dengan menggunakan APA atau MLA Style.

METODE PENGERJAAN TUGAS

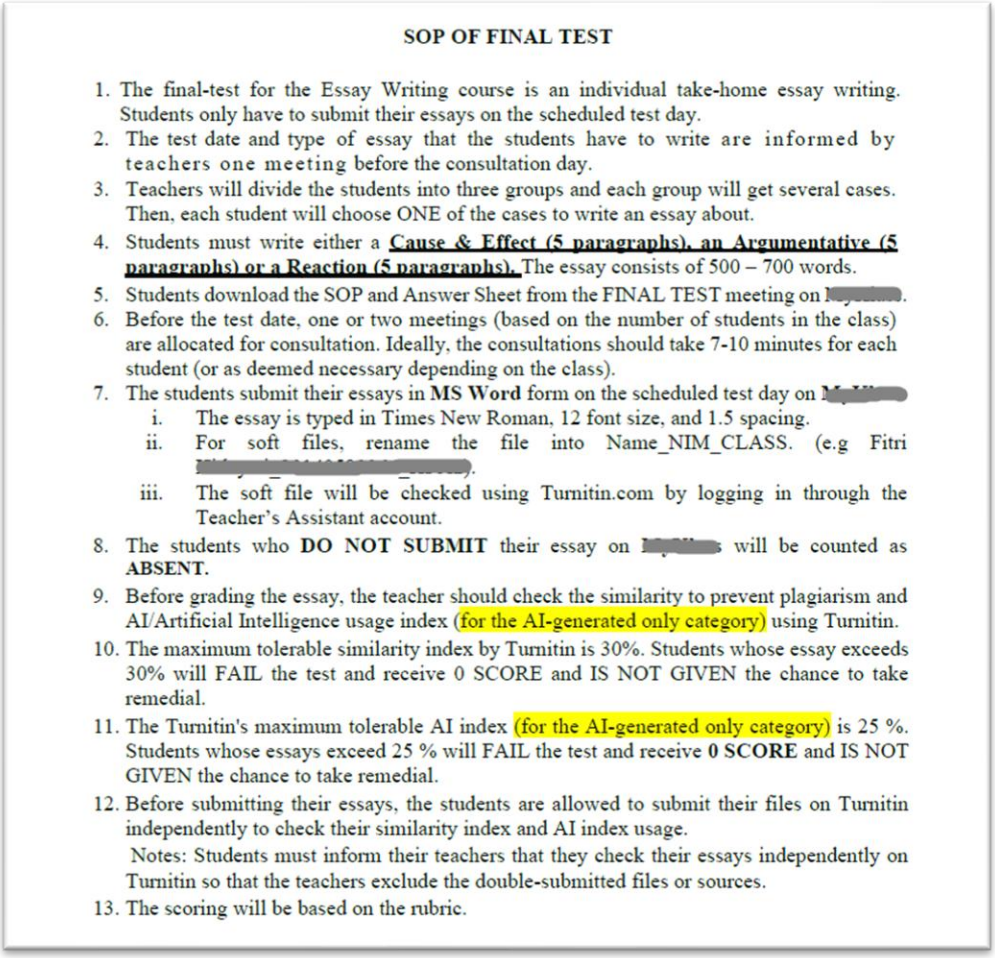
Menulis esai sederhana dalam bahasa Inggris sesuai kompetensi dan kejujuran akademik

a. Dosen menentukan minimal 3 topik yang dipilih mahasiswa
b. Mahasiswa harus memperhatikan kaidah penulisan Bahasa Inggris dan menghindari melakukan plagiarism.
c. Tiap mahasiswa menyusun esai karya sendiri

Figure 3. Extract from university B syllabus emphasizing plagiarism avoidance and academic honesty

The syllabus of University C specifically includes Artificial Intelligence (AI) in the final test description. Students' essays are assessed for plagiarism, with a maximum similarity index of 30%, and for AI-generated content, with a permissible level of 25%. Any essay beyond this proportion is instantly deemed a failure, with no chance for repair. This inclusion signifies a more explicit institutional acknowledgement of AI technologies relative to Universities A and B; yet, the policy is articulated solely in evaluative and penal language. No associated instructions or educational tools are available to assist students in comprehending AI-generated writing, appropriately incorporating AI into their processes, or critically assessing AI outputs. This suggests that, while University C openly recognises AI, it predominantly characterises the technology as a threat to academic integrity rather than as a possible instrument for enhancing writing proficiency.

The policy document did not specify the particular AI detection tool utilized; however, contextual references imply the use of Turnitin's AI Writing Indicator, a feature incorporated within the similarity-checking system. As demonstrated in recent validation research, these tools demonstrate limited reliability, with reported rates of false positives and false negatives influenced by factors such as language complexity, text length, and paraphrasing (Elkhatat et al., 2023; Liang et al., 2023). The lack of accompanying guidelines regarding the verification or contestation of AI detection results raises ethical concerns related to fairness and due process for students.



SOP OF FINAL TEST

1. The final-test for the Essay Writing course is an individual take-home essay writing. Students only have to submit their essays on the scheduled test day.
2. The test date and type of essay that the students have to write are informed by teachers one meeting before the consultation day.
3. Teachers will divide the students into three groups and each group will get several cases. Then, each student will choose ONE of the cases to write an essay about.
4. Students must write either a **Cause & Effect (5 paragraphs), an Argumentative (5 paragraphs) or a Reaction (5 paragraphs).** The essay consists of 500 – 700 words.
5. Students download the SOP and Answer Sheet from the FINAL TEST meeting on [redacted].
6. Before the test date, one or two meetings (based on the number of students in the class) are allocated for consultation. Ideally, the consultations should take 7-10 minutes for each student (or as deemed necessary depending on the class).
7. The students submit their essays in **MS Word** form on the scheduled test day on [redacted]
   i. The essay is typed in Times New Roman, 12 font size, and 1.5 spacing.
   ii. For soft files, rename the file into Name_NIM_CLASS. (e.g Fitri [redacted]).
   iii. The soft file will be checked using Turnitin.com by logging in through the Teacher's Assistant account.
8. The students who **DO NOT SUBMIT** their essay on [redacted] will be counted as **ABSENT.**
9. Before grading the essay, the teacher should check the similarity to prevent plagiarism and AI/Artificial Intelligence usage index (for the AI-generated only category) using Turnitin.
10. The maximum tolerable similarity index by Turnitin is 30%. Students whose essay exceeds 30% will FAIL the test and receive 0 SCORE and IS NOT GIVEN the chance to take remedial.
11. The Turnitin's maximum tolerable AI index (for the AI-generated only category) is 25 %. Students whose essays exceed 25 % will FAIL the test and receive **0 SCORE** and IS NOT GIVEN the chance to take remedial.
12. Before submitting their essays, the students are allowed to submit their files on Turnitin independently to check their similarity index and AI index usage.
    Notes: Students must inform their teachers that they check their essays independently on Turnitin so that the teachers exclude the double-submitted files or sources.
13. The scoring will be based on the rubric.

Figure 4. Extract from University C syllabus specifying plagiarism and AI-generated content thresholds in final test assessment

3. LMS findings

The analysis of Learning Management System (LMS) content indicated differences in how the three universities communicated plagiarism and AI-related regulations. At University A, the LMS specifically emphasised the plagiarism policy outlined in the syllabus. For example, in the "Final Consultation and Essay Submission" section, the submission instructions plainly stated that any essay with a similarity score of 40% or above would earn a score of zero. This policy was made clear to students as part of the assignment instructions (see Figure 5), reinforcing the evaluative methodology already specified in the curriculum. However, no extra instructional activities, such as tutorials on how to lower similarity scores or engage critically with external sources, were included. The LMS served primarily as a means of restating evaluating standards, rather than as a learning tool.

Although the clear threshold fostered transparency in assessment, the policy employed a punitive approach, offering no remedial measures such as revision

opportunities, paraphrasing tutorials, or feedback cycles prior to grading. The LMS thus predominantly served as an administrative and evaluative platform rather than as a space designated for instructional scaffolding or formative learning. The lack of pedagogical assistance for students in understanding or minimizing similarity represents a failed opportunity for AI-enhanced writing instruction, a point further elaborated upon in the Discussion section.

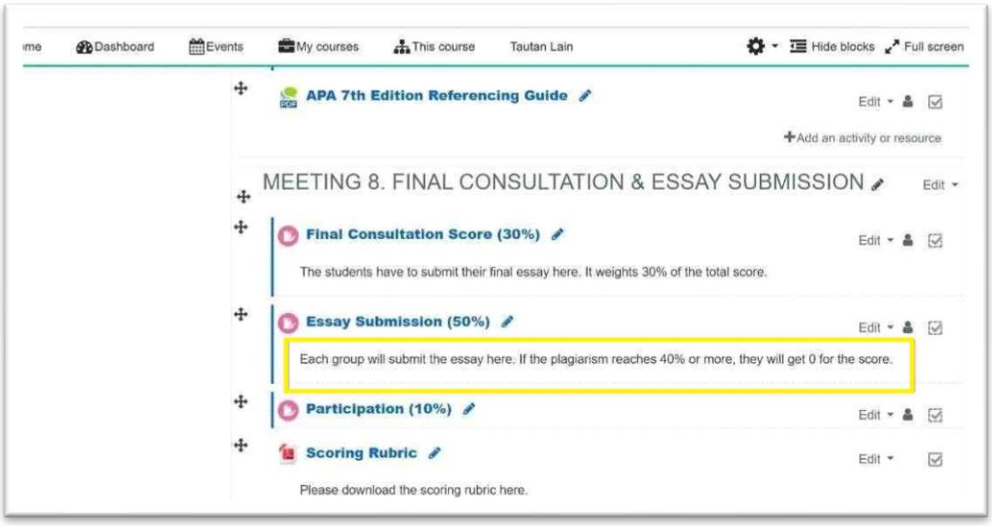


Figure 5. Screenshot of university A LMS showing plagiarism threshold in essay submission guidelines

On the other hand, University B did not utilise a Learning Management System for its writing courses. Assignments, consultations, and feedback were carried out either offline or via informal digital channels such as email and WhatsApp groups, which functioned as alternatives to LMS communication. Although these platforms facilitated task coordination and prompt feedback, the lack of an integrated LMS resulted in institutional policies regarding plagiarism and AI-related concerns not being systematically incorporated or preserved within a digital framework. This situation hindered both equity and transparency: students were provided with disparate information from different instructors and courses, and there was no centralized access to official regulations or academic integrity policies. Consequently, the dissemination of policy information depended predominantly on the discretion of individual lecturers rather than on standardized institutional procedures. Moving further, University C employed a Learning Management System; but, in contrast to University A, it did not reiterate regulations about plagiarism or artificial intelligence. The uploaded content concentrated on administrative specifics, including dates, assignment descriptions, and file format requirements. This resulted in a discrepancy: whereas the curriculum incorporated standards for plagiarism and AI, the LMS did not align with them, leading to a divergence between policy and implementation.

Taken together, the LMS data reveal a continuum: University A integrated LMS with its plagiarism policy, University B exhibited a complete absence of LMS integration, and University C utilised LMS without including policy information. This evolution demonstrates the varied methods Indonesian institutions utilise digital platforms to convey academic integrity and regulations pertaining to AI. Table 2 summarises the findings from both the syllabus and LMS investigations, providing a comparative picture of how the three universities tackled plagiarism and AI/ChatGPT in their curriculum papers. The table shows whether AI was expressly stated, the thresholds for plagiarism or AI-generated content, and the extent to which these regulations were repeated in the LMS.

Table 2. AI/ChatGPT mentions and policy signals in syllabi and LMS

	Explicit AI/ChatGPT Mention	Syllabus Policy / Threshold	LMS Policy / Threshold	AI Detector Named?	Pedagogical AI Activities (Examples)	Remedial Policy (Resubmit)	Notes
University A	No	Plagiarism/similarity threshold 40%; no AI guidance	LMS restates plagiarism threshold (40%)	Not specified	None; no tutorials or paraphrasing support	No (zero score for ≥40%)	Rules framed in evaluative terms only; punitive without remediation
University B	No	Plagiarism threshold 30% with Turnitin report; APA/MLA referencing required	Not applicable (no LMS)	Not specified	None; focus on citation and originality	Not stated	Integrity framed through plagiarism prevention and citation norms
University C	Yes (AI mentioned)	Plagiarism similarity 30% and AI index 25%	LMS did not restate plagiarism/AI rules	Likely Turnitin AI Writing Indicator	None; no instruction on ethical AI use	No (no revision opportunity)	Explicit AI policy, but framed punitively; no pedagogical or formative support

Discussion

This study's findings indicate that institutional documents within Indonesian EFL writing courses prioritize the prevention of plagiarism and the setting of similarity thresholds more than offering explicit pedagogical guidance on the ethical utilization of generative AI. Among the three universities analyzed, syllabi predominantly contextualized AI-related concerns within the framework of academic integrity rather than pedagogical advancement. Universities A and B referenced solely the similarity thresholds, 40% and 30%, respectively, without any explicit mention of artificial intelligence. For instance, University A's syllabus stated that *"assignments with a similarity above 40% receive a score of zero,"* while University B required students to *"check similarity (max. 30%) using Turnitin and apply APA or MLA referencing."* University C, in contrast, explicitly mentioned AI in its final test description, declaring that *"AI-generated*

content exceeding 25% is unacceptable and automatically fails." These policies demonstrate an emphasis on evaluation and compliance rather than formative instruction or digital literacy.

These findings correspond with global research suggesting that higher education institutions frequently regard generative AI as a threat to academic integrity rather than a pedagogical opportunity. Cotton et al., (2024) discovered that the predominant institutional approaches to ChatGPT have focused on prevention and detection, primarily via plagiarism assessments and policy limitations, rather than fostering students' ability to utilize AI ethically and knowledgeably. Kasneci et al., (2023) assert that large language models, such as ChatGPT, possess pedagogical potential for enhancing academic writing, critical thinking, and feedback mechanisms; however, their incorporation into higher education is impeded by insufficient institutional preparedness and apprehension regarding misconduct. The consistency of these findings across both local and international settings indicates that Indonesian universities are part of a wider global trend in which AI is regarded as a potential threat to academic integrity rather than as a means to improve writing skills. The lack of pedagogical frameworks or training on responsible AI usage, coupled with punitive assessment methods, highlights a regulatory rather than developmental approach. As elaborated in the subsequent sections, this approach prompts considerations regarding student equity, transparency, and access to instructional opportunities, especially in environments where technological proficiency and institutional resources differ significantly.

This restricted perspective contrasts with actual student practices. According to recent research, Indonesian students commonly utilise ChatGPT for brainstorming, paraphrasing, enhancing grammar, and refining arguments, all of which improve essay fluency, structure, and confidence (Silalahi, 2025; Soelistiyowati et al., 2024; Werdiningsih et al., 2024). Despite the prevalent use of ChatGPT, there exists a significant absence of formal institutional laws or guidelines overseeing its application in Indonesian educational contexts. This regulatory deficiency results in students frequently depending on personal judgement or peer counsel concerning ethical limits and suitable usage (Azwar & Jayanti, 2025; Simatupang et al., 2025; Werdiningsih et al., 2024). Teachers and institutional support significantly influence attitudes and practices; nonetheless, the lack of clear policies may result in inconsistent integration and raise concerns regarding academic integrity (Arista et al., 2023; Azwar & Jayanti, 2025; Simatupang et al., 2025). According to Silalahi (2025), the lack of clear norms risks turning AI to an integrity issue rather than using it as an educational tool. As a result, colleges risk missing out on opportunities to systematically build AI literacy and ethical awareness, leaving students to mostly navigate the benefits and pitfalls of ChatGPT on their own.

Research on the global environment further highlights the possibilities for such instructional integration. Lo et al., (2024) found that utilising generative AI with ethical

guidelines can improve personalised learning, adaptive feedback, and student autonomy. Apriani et al., (2024) found measurable gains in EFL students' writing skills, self-efficacy, and self-regulation using organised ChatBot-assisted writing activities. Meanwhile, Dwivedi et al., (2023) warn that institutions risk encouraging a "compliance-only" culture by focussing solely on detection; instead, they propose for policies that integrate academic integrity with AI literacy frameworks. The current study's findings, which demonstrate plagiarism thresholds without pedagogical scaffolding, strongly coincide with these concerns. Without conscious design, institutions risk missing out on opportunities to leverage AI's revolutionary potential for EFL learning, turning it to a tool for policing rather than learning enhancement.

The contrast among these findings underscores the imperative for a shift: from solely restriction-based policies to integrated policy-and-practice frameworks that incorporate AI literacy into curriculum design. To accomplish this, curricula and LMS platforms should go beyond merely enforcing similarity thresholds and incorporate guided learning activities that foster ethical considerations and critical engagement with generative tools. Such activities may encompass comparative analyses of AI-generated and student-produced drafts, reflective inquiries on ethical usage, or structured AI-supported writing assignments aimed at fostering independence and awareness. Higher education institutions may also implement AI-assisted drafting exercises, wherein students utilize ChatGPT to generate preliminary outlines or ideas and provide a disclosure statement detailing their use of the tool. Furthermore, source verification and hallucination detection tasks assist students in validating AI-generated information, while short courses on prompt engineering promote effective and ethical engagement with AI systems. Universities can enhance transparency by implementing policy templates that explicitly differentiate between permissible AI assistance (such as idea development and grammar correction) and prohibited substitution (such as submitting AI-generated content without proper attribution).

These methodologies implement the notion of AI literacy (Kasneci et al., 2023) by integrating critical, reflective, and ethical skills into writing training. They demonstrate how institutions might transition from a policy-driven control paradigm to a pedagogically informed engagement framework, framing AI as a collaborative learning ally rather than a punitive adversary. In the absence of intentional design, colleges may exacerbate the disparity between institutional standards and student conduct, while neglecting opportunities to cultivate vital digital literacy in academic writing.

This study offers a novel curricular perspective by examining institutional records, which are frequently neglected in favor of student or lecturer viewpoints. Nonetheless, some limits must be recognized. First, the data are exclusively derived from three universities and their respective syllabi and LMS materials, constituting a purposeful sample that restricts generalizability. The analysis concentrated solely on textual artifacts,

lacking triangulation via classroom observations, interviews, or focus groups. Consequently, the interpretation and implementation of institutional policies in real teaching and learning environments remain ambiguous.

Second, the researched documents pertain to the policies of one academic year (2024–2025). Institutional norms may change swiftly, particularly in light of the increasing national dialogue around generative AI in higher education. Subsequent research should consider the temporal aspect of curricular policy, investigating how institutions modify or adjust their responses to technological advancements. Third, a methodological restriction is to the reliability of the AI detection technologies referenced or suggested in the examined syllabi. Instruments like Turnitin's AI Writing Indicator have recorded rates of false positives and false negatives, potentially resulting in unjust evaluations or misclassification of student submissions (Cotton et al., 2024). The study examined policy texts without assessing institutional implementation, so it could not determine if detection outcomes are reviewed, appealed, or pedagogically contextualized.

Ultimately, the study's reliance on document analysis restricts understanding of how lecturers and students perceive or navigate these policies. Future research should broaden data sources and viewpoints by integrating institutional document analysis with classroom observations, interviews, or surveys to examine the alignment between written policy and implemented practice. This triangulation would elucidate the disparity between policy intentions and pedagogical realities, providing a comprehensive understanding of the integration or resistance of generative AI in EFL writing education.

Conclusion

This study analyzed syllabi and Learning Management System (LMS) materials from three Indonesian institutions to investigate the integration of ChatGPT and generative AI in EFL writing training. The results indicate that, whereas all syllabi discussed plagiarism and similarity thresholds, only one directly referenced AI, and none offered instructional direction for its ethical or pedagogical use. LMS materials predominantly restated evaluating standards without integrating supplementary learning activities. These patterns underscore a policy–practice gap, in which institutional documents focus on integrity enforcement while students independently engage with AI tools in diverse and often unregulated ways.

To align policy with contemporary learning realities, institutions should implement a policy-plus-practice framework that encompasses three essential dimensions: Integrity (such as similarity limits and citation conventions), AI Literacy (including ethical disclosure, critical evaluation, and prompt design), and Pedagogy (focused on guided and scaffolded AI-assisted writing activities). Two practical recommendations can implement this framework. Initially, universities may incorporate a syllabus clause template that explicitly permits disclosed and restricted AI utilization in accordance with learning objectives, such

as creating outlines, obtaining grammar feedback, or comparing drafts, while emphasizing student responsibility. Second, LMS platforms may incorporate an AI literacy module checklist comprising brief tutorials, disclosure forms, reflection prompts, and exemplary writing activities to exemplify responsible and critical AI utilization. Together, these measures can facilitate a transition in institutional policy from restrictive approaches to pedagogically informed AI integration, promoting both academic integrity and innovation in EFL writing instruction.

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