Religious and Ethical Perspectives on Generative Artificial Intelligence Governance: How University Leaders Interpret and Enact AI Policies in Private Higher Education

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Keywords: generative artificial intelligence, policy enactment, university leadership, private higher education, sensemaking, academic governance

Article Information			
Received	17th Mar 2026	Accepted	20th Jun 2026
Published	30th Jun 2026		

Abstract

The fluctuating nature of technology, its applications, and its dangers have compelled universities to devise regulations as generative artificial intelligence evolves. This paper discusses the interpretation and implementation of these rules by the leaders of universities in the private higher education sector. This secondary qualitative thematic synthesis is based on 15 primary empirical studies conducted between 2023 and 2026. The research was also not linked to evidence in the literature review, and the studies were interpreted by policy enactment and organizational sensemaking. Three themes were identified. The first approach involves how leaders and scholarly policy participants are more likely to embrace rules like working guardrails, not fixed taboos. Second, there is decentralization of policy power; hence, wide-ranging institutional utterances are subjected to disciplinary judgment and assessment planning. Third, it relies on implementation based on capability, calibrated trust, infrastructure and relational legitimacy. The argument in this analysis is that ambiguity is not a mere deficiency in drafting. It may guard professional discretion, yet it may also catapult risk into personnel and create imbalanced student experience. Should there be a policy, governance is more effective in privately owned institutions where reputation, responsiveness, and resource discipline are more pronounced. This necessitates a system of enactment that links principles, local decision rights, staff development, assessment reform, and review. The paper concludes that establishing credible governance of GenAI is iterative, participatory, and evidence-based, but not prohibition-based.

Introduction

Generative artificial intelligence (GenAI) is already a gone case as an experimental technology, and it has become an everyday academic instrument more quickly than universities have time to normalize their reactions to governance. Whether students can use chatbots is not the only issue. GenAI influences the validity of assessment, authorship, privacy, intellectual property, teaching workload, research practice, and academic competence. They indicate that the field of higher education research has grown at an accelerated rate, except that institutional policy and leadership are underdeveloped compared to research on tools, their use, and the use of learning applications (Batista et al., 2024; Crompton and Burke, 2023). The outcome is a governance problem which has been marked by technical uncertainty and education, with values being contested and under pressure to make an immediate decision.

Policy responses are usually more visible on paper than they are implemented. Universities can proclaim the following things as transparency, integrity, human oversight, and responsible use, and those are not the ones

that an individual lecturer ought to allow in a specific assessment or the one that a dean ought to adopt when equipment alters throughout a semester. Scholarship has cautioned against excessive technological optimism and arguments that are primarily based on fear (Humble & Mozelius, 2022). It has also been stated that ethical leadership is needed because rules guide not only misconduct procedures but also curriculum, student agency, and institutional character (Crawford et al., 2023). Therefore, the main question is how policy actors operationalize abstract rules.

This is of particular concern in private higher education. Private institutions can experience high pressure to react quickly to satisfy student expectations and labour-market shifts and also secure the image, accreditation, value of fees, and academic quality. These circumstances might foster innovation and create signals of rapid policy ahead of extensive implementation capacity. The question that this study poses is: How do university leaders/distributed academic policy actors perceive and implement GenAI rules, and what does that mean for private higher education governance? The term leaders encompass formal executives and scholarly leaders who implement policies through programs, departments, and courses. The article does not state that all the studies included are private institutions. Rather, it creates a critically circumscribed interpretation of recent empirical data in the context of higher education privatization.

A further reason to examine enactment rather than policy wording alone is that GenAI governance operates within institutions that are socially and morally plural. Private universities may serve students and staff whose understandings of authorship, responsibility, fairness, privacy, and educational purpose are informed by professional codes as well as religious and cultural traditions. This does not mean policy should privilege one worldview. It means leaders need governance language that can be justified across different moral vocabularies while retaining common academic standards. A rule that is technically workable but perceived as unfair, intrusive, or dismissive of important values may generate compliance without legitimacy. Policies that connect integrity, human responsibility, equitable access, and protection from harm to recognizable institutional values may be easier to interpret consistently. The governance challenge is therefore both operational and normative: leaders must decide not only what uses of GenAI are permitted, but what forms of academic practice the institution considers worthy of trust and why those expectations can be defended to a diverse university community (Crawford et al., 2023; UNESCO, 2021).

Review of the Literature

- **Academic Integrity and Assessment Control**

The initial prominent literature topic positions the challenge of academic integrity and assessment validity, framed by GenAI. The initial discussion focused on the generation of texts, plagiarism, detection, and the existence of unsupervised written evaluations. Cotton et al. (2024) defend arguments in favor of proactive policies, staff support, and diversified assessment instead of detection. Perkins (2023) also demonstrated that large language models make the traditional ideas of originality more challenging, as the generated text can be hard to categorize into existing categories of misconduct. Rudolph et al. (2023) proceed to ask whether traditional assessment is defensible in circumstances where it rewards what can be reproduced by a machine.

This is helpful but possibly limited to the literature. Integrity-focused governance may transform an issue of education into a compliance issue, privileging surveillance and punishment instead of curriculum redesign. Issues of accuracy, fairness, and due process also arise with detection tools. The blanket ban can sound final, but in terms of pedagogy, it can be incoherent, as graduates must operate AI-aided tools in their work. The more dominant stance in the literature is not such a wholesale adoption, but rather the designing of observable processes of learning. However, this change requires more staff time, evaluation skills, and institutional alignment.

❖ **Governance Fragmentation and Institutional Autonomy**

The second theme is the variation among institutional policies. Studies on university guidance reveal variations in terms, authorized applications, disclosure anticipations, employee tasks, and the equilibrium between a central authority and instructor discretion (Wang et al., 2024). Comparisons of the world also demonstrate rather conservative optimism but incompleteness in role distribution, evaluation procedures, and response duties (Jin et al., 2025). The analysis of the document by Humble (2025) shows that guidance provided by universities is often a rather vague pledge of commitment to ethics and unbalanced practical guidance. Li et al. (2025) react to this fragmentation by suggesting a cross-national system of rules.

Policy diversity does not necessarily result in failure, as different disciplines possess varying epistemic practices and assessment risks. The issue is that the lack of decision rights, examples, escalation paths, and review systems accompany flexibility. Institutional offloading then takes the form of staff being told to make judgements in the absence of adequate at-risk protection and students facing unequal rules across modules. Written policies may thus serve a symbolic role in showing responsiveness to regulators and markets, with the challenging role of interpretation being left to local actors.

❖ **Capability, Ethics, and Organizational Support**

The third theme changes the focus from the content of the rules to the capacity of the institutions. According to Chiu (2024a), research on governance, professional learning, equity, and redesigning higher education systems is needed, and Chiu (2024b) connects Gen AI to transformations in educational practice and policy. This suggests that professional ethics are not effective in situations where users are unable to judge the outputs, bias, exposure to privacy, and suitable disclosure. Competence should encompass technical knowledge, pedagogic knowledge, and critical knowledge of power and inequality.

Organizational problems are also interpretive. It is only formal information that is interpreted by leaders and teachers, relying on existing beliefs, professional identities, and local circumstances (Goffin et al., 2022). Thus, rules are filtered and not merely put into action. As demonstrated by Sandberg and Tsoukas (2020), sensemaking is based on practical involvement which explains why policy content changes when participants are faced with hard assessments, grievances, and workload pressure. Therefore, capacity building should be engrained in practice rather than as a one-time awareness program.

Ethical governance also benefits from a plural moral lens rather than relying only on compliance language. In Islamic ethics, AI use can be assessed through amanah (responsible stewardship), 'adl (justice), and maslahah (public benefit), while the maqasid al-Shariah emphasize protecting human welfare and preventing avoidable harm (Kamali, 2008). Applied to universities, these principles support truthful authorship, fair access, privacy protection, human accountability, and proportionate limits on automated decision-making. Comparative moral philosophies reach related concerns through different routes: deontological ethics stresses duties and rights, consequentialist reasoning weighs educational benefits against harms, and virtue ethics asks what responsible academic character requires. This convergence is reflected in UNESCO's AI ethics framework, which foregrounds human dignity, fairness, transparency, accountability, and human oversight (UNESCO, 2021). For private higher education, a plural ethical lens therefore strengthens legitimacy by requiring policy enactment to be not only efficient and reputationally defensible, but also publicly justifiable across culturally and religiously diverse communities.

Policy specificity should also be distinguished from ethical adequacy. Detailed rules may identify prohibited tools, disclosure formats, or assessment conditions while remaining silent about why those requirements are justified. Borderline uses, including translation, accessibility support, code testing, preliminary feedback, or language restructuring, require judgement about learning outcomes, transparency, power, and human responsibility. Policies are therefore more defensible when they explain the values guiding discretion rather than presenting discretion as an unstructured exception (Crawford et al., 2023; UNESCO, 2021).

Theoretical Framework

This study combines policy enactment with organisational sense-making. Policy enactment treats policy as something that actors interpret, translate, and reconstruct in context. Skerritt et al. (2023) revealed that middle leaders are key policy decoders because they bridge official anticipations with local practices. This role is undertaken in a university by deans, program leaders, assessment boards, learning designers, librarians, integrity officers, and course coordinators. Organisational sensemaking describes how these actors create plausible interpretations in the face of ambiguity instead of just retrieving a predefined meaning of the policy (Goffin et al., 2022; Sandberg and Tsoukas, 2020). Together, these theories guide the focus towards language, discretion, identity, resources, and local cues. They also advocate a critically received perspective of higher education operated by the market, wherein market responsiveness and reputational defense can predetermine what is regarded as an official interpretation.

Figure 1 summarises the study's conceptual logic. Institutional GenAI policy is interpreted through organisational sensemaking, translated through distributed policy enactment, and converted into governance practice. Capability, disciplinary context, ethical commitments, and stakeholder trust shape each translation step, while implementation experience feeds back into policy review and revision.

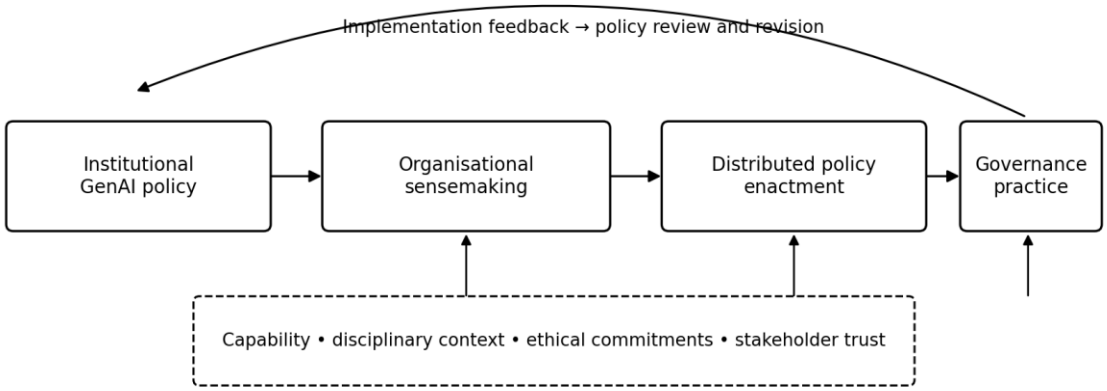

Figure 1. Conceptual framework linking policy enactment, organisational sensemaking, and GenAI governance.

Research Gap

Although the current literature pinpoints policy documents, synthesises hazards, or quantifies opinions, it seldom differentiates policy text from policy implementation. Institutional analyses determine what is said without sufficient insight into how leaders meet conflicting desires when rules penetrate departments and assessments (Humble, 2025; Wang et al., 2024). The world of work extends the coverage yet provides a limited understanding of the relational and organisational processes of authority negotiation (Jin et al., 2025). This is especially true for private higher education. The question of how interpretation is influenced by resource constraints, competitive positioning, student service expectations, and reputational exposure has rarely been asked in research. This study fills this gap by conducting a secondary qualitative synthesis that discusses how Gen AI rules become practice.

Methodology

Design and Evidence Base

A secondary qualitative thematic synthesis was used in the study. This type of synthesis should be used when it is desired to produce an explanation of the interpretations among the empirical accounts that exist as opposed to summing effect sizes (Lachal et al., 2017; Snyder, 2019). The critical mass consisted of 15 main studies published between 2023 and 2026. Research employed interviews, qualitative surveys, and mixed methodology, experiments, or multi-stakeholder designs, including higher education teachers, students, academic professionals, and policy actors. Faculty/course-level executives were considered front-line policy implementers as they translated institutional rules into teaching and assessment determinations.

The focus on private higher education was an analytical frame, and not a statement that all of the studies sampled private universities. Evidence was chosen because it was pertinent to institutional rule interpretation, assessment governance, professional discretion, trust, or implementation capability. This limit was needed due to the fact that there is very little empirical research on the enactment of GenAI policy by the executives of the private-university itself.

Table 1. Characteristics and analytic contribution of the 15 primary studies included in the thematic synthesis.

Study	Population / context	Empirical emphasis	Role in synthesis
Chan (2023)	Higher education policy/teaching	AI policy education framework	Rules as educative guardrails
Farazouli et al. (2024)	University educators	AI-generated exam answers and assessment	Limits of detection; redesign
Gruenhagen et al. (2024)	Students	Chatbot use and academic integrity	Contextual interpretation of rules
Smolansky et al. (2023)	Educators and students	GenAI effects on assessment	Assessment reform pressures
Barus et al. (2025)	Students	Preferences for GenAI governance	Clarity, fairness, privacy, participation
Lee et al. (2024)	Educators	Knowledge, beliefs and teaching practice	Variation in local enactment
Chan & Tsi (2024)	Teachers and students	Perceptions of GenAI and educator roles	Competing meanings of legitimate use
Kim et al. (2025)	Faculty and students	GenAI in university courses	Faculty-student perception gaps
Yusuf et al. (2024)	Multicultural higher education	Integrity threat versus reform	Cultural/institutional contingency
Iqbal et al. (2025)	Language faculty	GenAI in second-language curricula	Discipline-specific translation
Mah & Groß (2024)	Faculty	Use, self-efficacy and development needs	Differentiated capability
Lyu et al. (2025)	Instructors	Practices, perceptions and (dis)trust	Calibrated trust
Verboom et al. (2025)	Professors and AI experts	Opportunities, risks and moral issues	Relational and ethical legitimacy
Prilop et al. (2025)	Teacher educators	Transformative potential and AI literacy	Technical, critical and practical literacy
Georgiou et al. (2026)	Teachers	GenAI through the TPACK lens	Capability, workload and development

Selection and Appraisal

The inclusion criteria were that the studies should be recent, empirical, and in the higher education field, in English, and have a valid DOI. The findings corpus did not include reviews, editorials, policy commentaries, and 20 sources employed in the introduction and literature review. This division was made to avoid circularity and ensure that the findings rely on a different collection of primary evidence. The criteria for relevance of the sample, openness of data collection, description of the approaches to the analytics, description of the context, and plausibility of assertions were evaluated through appraisal. There was no numerical quality score

because a single threshold would have been deceptive owing to methodological diversity. Condriener, less powerful transferability, or restricted samples minimized the interpretative authority attributed to a study.

Analysis and Reflexivity

The analysis was based on a reflexive thematic process, following Braun and Clarke (2021) and Byrne (2022). The primary studies reported their findings and accounts of participants based on the categories of how actors defined acceptable use, where authority was located, how actors responded to uncertainty, and the conditions of implementation. Cross-study comparison was done by codes, aggregated into patterns of candidates, and interpreted using policy enactment and sensemaking. Themes were maintained that were used to explain one reason or the other between contexts, that is, convergence and tension. The source, method, stakeholder group, code, and theme were tracked in an audit table.

Reflexivity was significant since the private sector's frame might promote the assumption that market pressures inevitably undermine academic governance. Instead, the analysis took competition as a situational circumstance that may play to fast innovation or promote symbolic compliance. Published information did not require any new subject consent or ethics approval by the institutions. However, secondary interpretation establishes ethical responsibilities that do not sever claims from their initial contexts. The principal shortcomings are mixed-sector materials, uneven geographical coverage, excessive use of fast-evolving technologies, and insufficient direct fundamental testimony from top leaders in the private university sector.

Findings

- **Theme 1: Rules Are Interpreted as Provisional Guardrails**

In all the first series of studies, the actors saw Gen AI rules as not fixed responses. They viewed them as tentative fences that would have to be updated as changes occurred in tools and practices. Chan (2023) noticed the advocacy of a policy education framework that links together pedagogical, governance, and operational aspects, which means that the users require an explanation and function as opposed to the list of prohibitions. Farazouli et al. (2024) demonstrated the weakness of fixed rules: university educators were unable to reliably differentiate between some AI-generated exam answers, which destabilized their belief in take-home assessments and skewed the focus on detection towards design.

Primary evidence also showed a rift between restrictions on paper and student behavior. Gruenhagen et al. (2024) discovered that students had already been using chatbots to help them with assessments and interpreted the concept of integrity based on contextual judgements as opposed to black and white used or not used. According to Smolansky et al. (2023), educators and students perceived that assessment in the form of essays and codes was particularly impacted and found opportunities in assessing reforms. Barus et al. (2025) also demonstrated that students' preferences for governance were clarity, fairness, privacy, and participation.

The essential conclusion is that ambiguity has two conflicting roles. It provides some space to institutions in order to allow discipline sensitive judgments. Concurrently, tentative language may mask ambivalence and shift interpretative risk to personnel and students. Leaders seem to differentiate between rules that proclaim values and rules that resolve cases. They believe the former to be necessary, but they understand that the latter cannot be plausible without example, disclosure norms, and periodic review. In private schools, provisionality can be fast and easy to react to, but a high level of change can be counterproductive as students feel that rules are being changed once they have been assessed and results have been selected.

- **Theme 2: Policy Authority Is Distributed and Translated Through Disciplinary Judgement**

The second theme reveals that the GenAI policy is implemented with decentralized power. Lee et al. (2024) discovered significant differences between what educators know, believe, and feel like or prefer to say, and

that just one central statement is not sufficient to standardize practice. Similar findings were reported by Chan and Tsi (2024), who noted divergent views on the topic of whether Gen AI replaces or aids educators by teachers and students. Such differences are important because beliefs concerning the end of teaching determine what actors see as legitimate help.

Kim et al. (2025) identified faculty-student differences in perceptions of courses in universities with very few gaps in terms of acceptable use and educational value. Yusuf et al. (2024) showed that cultural and institutional settings influence behavior, where GenAI can be conceptualized as a threat to integrity or the possibility of reform. Iqbal et al. (2025) incorporated discipline-specific evidence on the use of language curricula, the relevant pedagogy of which influenced aspects such as competence, pedagogical relevance, and dependency concerns. Combining the evidence from the studies, the meaning of policy is negotiated at both the program and course levels.

This devolution is not equivalent to democratic governance. Top executives can still establish values, sanction misbehavior policies, and distribute resources, and grassroots scholars endure the repercussions of ambiguous leadership. Disciplinary judgement can enhance validity in the sense that acceptable AI assistance varies during coding, writing, design, and professional practice. However, unformulated discretion creates inequity, whereby the same student behavior is treated differently by different modules. The synthesis thus recognizes translation as a governance role that must be designed, resourced, and documented. In this way, private universities are especially tempted to assure institutional consistency to secure a brand name, although the argument indicates that being credible to consistency implies common decision processes as opposed to applying the same rules in all disciplines.

- **Theme 3: Enactment Depends on Capability, Calibrated Trust, and Relational Legitimacy**

The third theme is the circumstances of action on the rules. Mah and Groß (2024) found that AI use, self-efficacy, and the need for professional development featured distinct faculty profiles. This implies that a homogeneous training session is unlikely to provide the same implementation. Lyu et al. (2025) discovered that trust and distrust resemble but differ among instructors. Leaders must not think that higher familiarity will automatically lead to acceptance. Governance should enable a measured amount of trust, in which users can identify performance that is useful as well as constraints.

This can be strengthened by the qualitative evidence. Verboom et al. (2025) revealed that professors and AI experts perceived academic applications in terms of opportunities, risks, working conditions, and moral issues. Prilop et al. (2025) revealed that a combination of perceptions among teacher educators constituted transformative potential and a triadic concept of AI literacy regarding both technical, critical, and practical aspects. Georgiou et al. (2026) discovered that teachers perceived Gen AI in terms of technological, pedagogical, and content knowledge, explaining workload and overreliance, in addition to describing the need for professional development.

These studies change the attribution of implementation failure to the resistance of individuals. Unreliable outputs, poor liability visibility, compromised time, and poor data governance may be the reasons for staff reluctance. On the contrary, keen adoption is also ill-timed in cases where users can overjudge the accuracy or disregard privacy. Relational legitimacy gets centre stage as academics tend to implement rules which are more credible in terms of education and procedurally equitable. In the case of private institutions, the investment decision is normative and operational. The policy which requires responsible use with no funds to secure tools, redesigning assessment, and differentiated development, requests staff to bear institutional risk. Enactment requires ability, reliable infrastructure, peer discussion, and accountable leadership to be effectively enacted.

Discussion

The synthesis elaborates the literature, demonstrating that the lack of synthesis is not the main governance issue but rather the connection between rule design and on the one hand enforcement. Theme 1 helps the literature deny responses based only on detection. The sustainability of traditional integrity controls is doubted by Cotton et al. (2024), Perkins (2023), and Rudolph et al. (2023), whereas the current research demonstrates how the interest of policy agents transforms that demand into interim advice and redesigning of the assessment. Thus, provisionality is not necessarily a weakness. It is ineffective when there are no review cycles, examples, and procedures used to guard against it.

The combined interpretation suggests that credible governance requires a layered architecture rather than a single institutional statement. At the first layer, universities need stable principles that should not change whenever a new model is released: academic honesty, protection of personal and confidential information, meaningful human responsibility, transparency where AI materially shapes assessed work, and access to fair review or appeal. At the second layer, faculties and programs should translate those principles into discipline-sensitive rules because the educational significance of GenAI differs across writing, coding, design, clinical reasoning, quantitative analysis, and professional simulation. At the third layer, individual assessments should specify permitted and prohibited forms of assistance in language students can apply before submission. This layered model addresses the tension identified in Themes 1 and 2. It preserves institutional consistency while avoiding the assumption that one universal rule can determine legitimate practice in every discipline. It also makes accountability traceable: leaders establish values and escalation routes, faculties interpret them for disciplinary purposes, and teachers communicate them in concrete assessment settings.

Theme 2 validates and refracts research of a policy-document. Wang et al. (2024), Humble (2025), Jin et al. (2025), and Li et al. (2025) singled out variations and insufficient governance architecture. The results describe the process of such fragmentation: authority is decentralized, and order is re-created in the form of disciplinary judgement. This is the same as Skerritt et al. (2023), but it also presents a risk that cannot be discerned through document analysis. Local translation would safeguard professionalism at the cost of generating unequal treatment when institutions do not coordinate their decisions.

The resource implications of this architecture are significant in the case of higher education which is privately operated. The rate at which a policy will be adopted can be achieved by being responsive to student demand and market change but the quality of the implementation depends on whether the institutions are able to finance the conditions that the policies assumes. When a university needs to be disclosed, it is the purpose of the staff to provide them with examples of what they can declare and how disclosed marking will make a difference. Unless it puts off entry of sensitive data, the users require institutionally-supported tools or safe substitutes. In case it anticipates redesign of assessment, the allocation of work and academic growth must acknowledge the time required to overhaul tasks, rubrics, modulation habits as well as feedback procedures. Providing it can enhance fair access, leaders should take into account whether high-end AI offerings generate benefits unattainable to less sufficiently endowed students. These are not peripheral issues of administration. They ascertain whether a policy turns into a plausible education model, or an idealistic text not connected with practice. It is supported by the results on the differentiated capability and calibrated trust, as the implementation is an organizational capability that involves infrastructure, training, peer deliberation, and review and not individual enthusiasm or resistance (Mah & Groß, 2024; Lyu et al., 2025; Prilop et al., 2025).

A religious approach throws an additional test of legitimacy. GenAI governance in the context of an Islamic ethical frame ought to uphold amanah in authorship and decision-making, adl in access and treatment and maslahah by encouraging educational benefit and curtailing predictable harm. The principles do not substitute, but promote, effective and open academic governance, and are effective in enabling the private universities to express culturally attractive regulations as well as procedural fairness (Kamali, 2008).

Theme 3 aligns with the demands for expanded competence and moral leadership (Chiu, 2024a, 2024b). It also promotes sensemaking studies that reveal that actors regarding formal expectations internalise identity, experience, and being actively engaged (Goffin et al., 2022; Sandberg and Tsoukas, 2020). This contributes to the relationship between capability and legitimacy. Developing staff is not only a technical intervention. It is a part of the process according to which institutional rules are made credible. In the case of private higher education, these questions the nature of agility as a benefit in itself. Symbolic responsiveness, as opposed to credible governance, may be the result of speedy policy publication devoid of infrastructure and participation.

The analysis also has implications for policy review. Because GenAI capabilities, institutional uses, and public expectations continue to change, review should be scheduled rather than triggered only by controversy. Universities could examine a recurring set of evidence: academic-integrity cases, student appeals, staff queries, patterns of tool access, assessment redesign outcomes, privacy incidents, and feedback from disciplinary units. The purpose would not be to create increasingly long policies, but to identify where principles are misunderstood, where local rules conflict, and where infrastructure does not support stated expectations. A review process of this kind turns policy enactment into organizational learning. It also provides a mechanism for distinguishing productive ambiguity from harmful ambiguity. Productive ambiguity leaves room for expert judgement while providing common principles and escalation routes; harmful ambiguity leaves actors unsure about responsibility, exposes students to inconsistent treatment, or allows institutional risk to be displaced onto individuals. This distinction strengthens the contribution of sensemaking theory because it connects interpretation to formal governance design rather than treating local meaning-making as an unavoidable endpoint.

These arguments should nevertheless be read within the boundaries of the evidence base. The synthesis draws on studies with different national, disciplinary, and institutional settings, and the private higher education focus is interpretive rather than a claim that all included evidence originates in private universities. Consequently, the analysis is strongest when identifying governance mechanisms that merit testing, not when estimating how frequently they occur across the sector. Future research could examine how the same institutional GenAI policy is translated across executive, faculty, program, and course levels, including points at which interpretations diverge. Comparative work could also test whether religiously affiliated, secular, and culturally diverse private institutions use different moral vocabularies while converging on similar operational principles such as fairness, transparency, privacy, accountability, and human oversight. Longitudinal designs would be especially valuable because they could show whether policy learning reduces inconsistency over time or simply produces repeated cycles of revision as technologies change.

Conclusion

University leaders understand GenAI rules, but not as comprehensive directions but as a changing resource of governance. The qualitative synthesis (in the secondary) found three related processes: provisional rule-making process, the distributed policy translation process and the capability-based enactment process. They combine to demonstrate that institutional language can be effective in policy not so much on how firm it is, but rather on whether actors can put it into consistent practice, justify their decision-making, and update it with evidence. Mixed-sector evidence and dearth of direct research on executives of private-universities restrict the study. Its findings must, instead, inform investigation and rule-making; they should not be used as claims of causal applicability across the sector.

Taken together, the study supports a shift from viewing GenAI governance as policy production to viewing it as an institutional capability. Effective governance depends on the quality of translation between stable principles and changing practice, the visibility of decision rights, the resources available for responsible enactment, and the legitimacy of the values used to justify institutional choices. For private universities, this means that speed of response should be balanced with evidence, participation, and infrastructure. A defensible model is neither blanket prohibition nor unrestricted adoption. It is a layered system in which central principles, disciplinary judgement, assessment-level clarity, staff development, equitable access,

ethical reasoning, and scheduled review reinforce one another. Such a system is also compatible with moral pluralism: religious and secular ethical traditions can provide different but overlapping reasons to protect honesty, justice, human responsibility, privacy, and educational benefit. The practical measure of governance is therefore not how comprehensive the policy appears, but whether members of the university can understand it, apply it consistently, question it fairly, and revise it when evidence shows that practice has changed.

Instead of publishing a separate GenAI policy, private universities should develop a policy enactment system. Non-negotiable principles of integrity, privacy, disclosure, human accountability, and appeal should be centralized. These principles should then be converted into discipline-specific assessment rules by faculties with approved templates and examples. The right to make decisions should be clear to allow the staff to understand issues that could be resolved locally and those that would have to be escalated to the institution.

Differentiated AI literacy, safe and effective time on redesigning assessments, insured and equal access to tools, and communities of practice in which awkward cases can be deliberated upon should be implemented. Institutions should be observant of the consistency across programs without compelling the same uses. Student involvement is also required because vague rules or rules that keep shifting impact procedural fairness. Lastly, private providers ought to consider how the supposed innovation in the government is reflected in the amount of staffing, facilities, and quality assurance. In future primary research, senior leaders, deans, program heads, and integrity officers in various regulatory systems in private institutions will be interviewed to follow how a common policy is reflected through executive approval to the classroom.

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Article Information and Declarations

Declarations

Authors' Contribution:

- All Authors Conceptualization, and intellectual revisions, Data collection, interpretation, and drafting of manuscript
- The authors agree to take responsibility for every facet of the work, making sure that any concerns about its integrity or veracity are thoroughly examined and addressed

Conflict of Interest: NIL

Funding Sources: NIL

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How to Cite:

Religious and Ethical Perspectives on Generative Artificial Intelligence Governance: How University Leaders Interpret and Enact AI Policies in Private Higher Education. (2026). Wah Academia Journal of Global Religions, 2(2), 106-117. https://doi.org/10.63954/r2nk1n43