Copyright © 2024 The Author(s)
Didaktika: Jurnal Kependidikan, Vol. 13 No. 4 Nopember 2024

Students' Perspective On Committing Plagiarism In Academic Writing Class

Suddin M. Saleh Djumadil[1], Fitriningsih Pratiwi Mahmud[2], Ahmad Rifani Talaohu[3]
[1,2,3]Universitas Khairun, Indonesia

[2]fitriningsih@unkhair.ac.id

Abstract

Plagiarism is a pervasive and serious ethical issue that involves the unauthorized use or appropriation of someone else's ideas, words, or creative work without proper acknowledgment or permission. The term encompasses various forms of misrepresentation, including copying and pasting text, paraphrasing without proper citation, and presenting someone else's work as one's own. Plagiarism can be a common issue in educational settings, and various factors contribute to its prevalence. Therefore, it is important to understand these factors, especially from students' point of view in order to help teachers take proactive measures toward plagiarism effectively. The purpose of this study is to examine undergraduate students' perspective on potential causes of plagiarism in academic writing through qualitative data collection methods. The data will be collected from students in the English Department, Faculty of Cultural Science, Universitas Khairun (Unkhair) through a series of interviews. Students selected for the interview are those who have previously taken a writing test in which their results contained plagiarism. The analysis uses thematic analysis approach to examine several reasons on why students tend to plagiarize that are summarized in a form of 'theme'. The main themes that emerge from the aforementioned problem are: poor awareness of plagiarism; poor academic writing skills; laziness behaviors; deadlines and pressures; teaching issues; lack of integrity, and; grade over knowledge. The study results show that the causes of plagiarism are varied, and the description provided by students are able to help developing a strategy against plagiarism to prioritize the original work and academic honesty.

Keywords: *English Department, Plagiarism, Reasons, Students' Perspective, Theme*

Introduction

Literary theft, or taking someone else's words or ideas and passing them off as one's own without giving due credit to the original author, is known as plagiarism. Hard, Conway, & Moran (2006) argue that presenting another person's ideas or words as one's own for scholarly assessment without giving due credit is a plagiarism. Colnerud & Rosander (2009) also believe that submitting the same paper or portions of it, for credit in more than one course; using portions, or the entirety of, a work produced by another person without attribution; and fabricating information is an act of plagiarism. Based on these definitions, it can be assumed that plagiarism is the act of presenting someone else's ideas, words, or work as your own without giving them proper credit or permission.

Plagiarism, the act of presenting someone else's work, ideas, or intellectual property as one's own without proper attribution, is also considered as a serious academic offense. In academic settings, teachers continue to see plagiarism to be a very important topic, since plagiarism is considered a violation of academic standards that undermines the principles of academic integrity and can lead to severe consequences for students, such as academic penalties, loss

of credibility, and even expulsion from educational institutions. Some acts can be considered plagiarism, which are: Direct Copying, an act of copying and pasting verbatim from a source without using quotation marks or proper citation; Paraphrasing without Attribution, an act of rewriting someone else's work in your own words without giving proper credit to the original source; Fabrication, an act of inventing or falsifying information, data, or sources; Collusion, an act of working with others on an assignment that is supposed to be completed individually and submitting it as your own work; Buying or Using Pre-Written Papers, an act of purchasing or downloading papers from the internet and submitting them as one's own; Self-Plagiarism, an act of submitting the same work for multiple assignments without proper citation or permission; Incomplete Citations, an act of Including some citations but not providing complete information about the source, making it difficult for others to locate the original work, and; Ghostwriting, which is an act of having someone else write a paper or assignment for you and then submitting it as your own work.

The urgency to tackle the act of plagiarism in academic settings can be seen from several recent studies. Park (2017) explored plagiarism on students, much of which is focused on North American experiences, to see what lessons may be drawn for institutional policy and practice in higher education institutions, by exploring seven themes related to plagiarism. Another study from Šprajc et al. (2017) identified the primary cause of plagiarism, how other plagiarism indicators are evaluated within these primary causes, and how demographic information and student motivation for learning relate to the causes of plagiarism. Moreover, the most recent study from Pikri, Insani, and Hoerudin (2022) even investigated the successfulness of the attempt made by the State Islamic University Sunan Gunung Djati in stopping plagiarism by establishing policies and guidelines about the percentage of plagiarism and enforcing penalties against students who engage in it.

Based on the recent studies that have been conducted above – by considering the cause of plagiarism, and the preventive action made to counter plagiarism – this study thus elaborates all the key elements from those previous findings. First, this study will discover students motive for plagiarism, since it is undeniable that students at the English Department, Faculty of Cultural Science, Universitas Khairun (Unkhair) have committed plagiarism. According to last year Academic Writing class in 2022-2023, it was revealed that there were a considerable number of plagiarisms committed by students shown by plagiarism checker. This concern then raises the need for solving students' tendency toward plagiarism, starting from an investigation on the possible reason of committing plagiarism based on the students' perspective. Second, by taking perspective into account, these background motives on why students plagiarize will later contribute to this study's next objective in which to establish possible strategies to prevent students from leaning into plagiarism.

Method

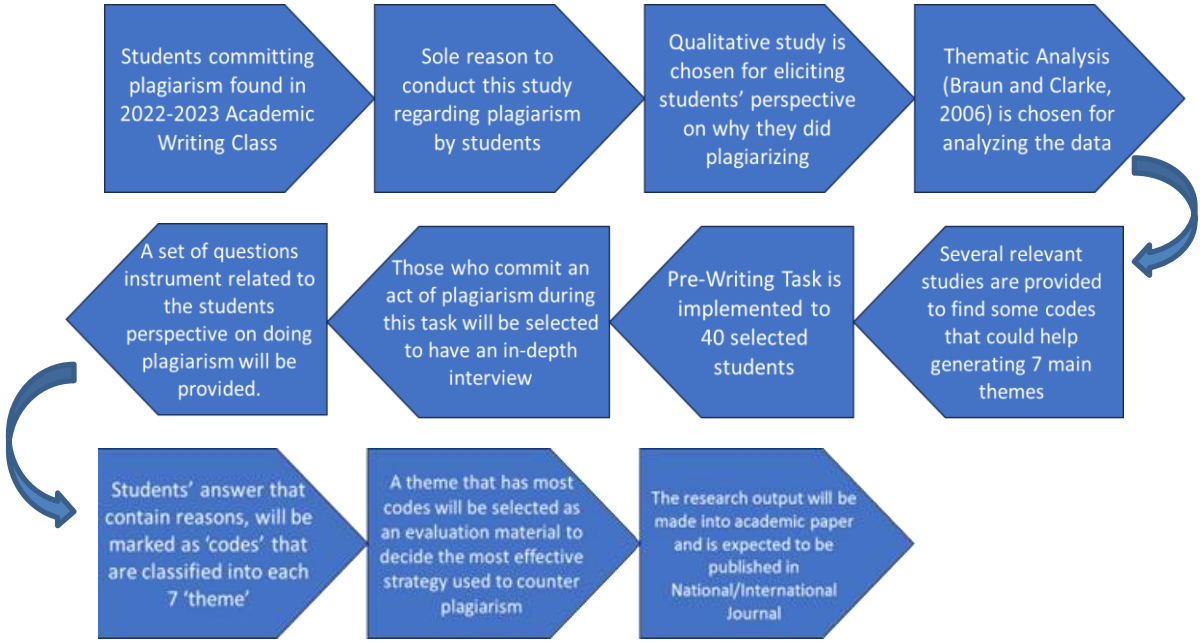
This study is qualitative which include data collection through a series of interviews. The study is conducted in English Department, Faculty of Cultural Science, Unkhair. To get more precise data, the purposive sampling technique is used. The study samples consist of 40 participants who are IV semester students in Academic Writing class. These participants are selected because they had already taken an English Writing Test. Therefore, for the inclusion criteria, only students from the same class (4A grade) are included. Also within the same class, based on their test results, students who are found committing an act of plagiarism in their writing will be chosen to have an in-depth interview. As a note, there will be also a set of questions instrument for both questionnaire and interview related to the students' perspective

Copyright © 2024 The Author(s)

on doing plagiarism for the evaluation purpose. To sum up, this study implements longitudinal study as the students in the same class (4A grade) are observed repeatedly – including the observation from their test results, and their reason for plagiarism – in order to follow changes in participants view on plagiarism over time.

This study uses thematic analysis approach (Braun & Clarke, 2006) as a tool to analyse students' answer that contain reasons, which are marked as 'codes'. First, the collected data are summarized and classified into each 'theme' that derive from several previous studies that have done the same research on students plagiarism. For instance, if the student answer refers to the unawareness of what is plagiarism, then this type of reason/code is included into the theme of 'poor awareness of plagiarism'. Overall, this kind of process involving literature review will be further discussed in the next section. In addiition, to identify the categories of the emerging concepts, this study will closely examines the coding forms. Further, certain themes that might contain most codes will be selected as an evaluation material to decide the most effective strategy used to counter plagiarism.

For more details, a flow chart that shows the procedures and stages of the research is provided as follows.



Picture 2. Research flow chart

Results

Generating Themes From Literature Review

Many research regarding this academic dishonesty or misconduct have gone different paths due to the complexity of plagiarism and its extensive history. One of the most notable approaches is by conducting survey respondents' answers to common questions for determining the causes of plagiarism. James et al. (2002) which attest that laziness, sneakiness, competitiveness, and pressure due to academic workload requirements and to running out of time are the reasons for intentional plagiarism. Further, Devlin (2003) reveals that student plagiarism could be caused by the following six factors: pressures on the individual to succeed;

penalties for failure; expected reward to be gained; opportunities to be dishonest; probability of getting away with it, and; social norms governing such behavior.

Other causes of plagiarism is the tendencies are triggered due to a lack of time, doing things last minute, out of mimicking: because the other students copy, out of the belief that copying and downloading things from the Internet is right, for comfort and ease, due to a lack of knowledge as to how to do the assignments, and out of the belief that they will get a better grade by copying than by doing it themselves (lack of confidence in their abilities). According to Eret & Gokmenoglu (2010) factors that influence plagiarizing are varies, starting from time constraints, lack of knowledge about plagiarism, overloaded course requirements, lack of ideas about the work/assignment/paper, lack of interest in the topic, difficulty of the assignment, lack of understanding of the assignment, lack of enough academic skills, lack of respect or interest for the course, and lack of punishment for the plagiarism.

The recent relevant study that has been conducted also shows students' unfamiliarity with plagiarism, poor academic writing skills, lack of time, laziness and deceitfulness, low language proficiency, unfamiliarity with the subject of writing, and teachers' carelessness and leniency, teachers' high expectations, as well as educational system and its policies are the causes on why students commit plagiarism. Meanwhile, another recent study uncovers that Motivations for Plagiarism as Reported by Students are caused by: lack of skills, time restriction, inability to produce own ideas or expressions, not taking referencing seriously, desire to look cool, getting higher grades, no intrinsic motivation.

Hence, by taking all of these previous studies into account, thematic analysis approach is used to wrap any possible idea regarding the reason why students committing plagiarism in which each of the idea will be presented in the form of a 'theme'. Theoretically, thematic analysis can be used to precisely detect, characterize, and understand patterns, or themes, within a data set. First of all, by looking into the patterns, most of the research that have been conducted regarding students' perspective on plagiarism can be classified into several groups in which each group contains almost the same reason that will be marked as 'codes'. For details, each code and its theme is shown in the table below.

Table 1. Codes and Themes regarding students' perspective on committing plagiarism

No.	Codes (Reasons revealed from previous research)	Themes (Possible reasons generated from this study)
1.	• lack of knowledge about plagiarism. • belief that copying things from the Internet is right. • unfamiliarity with plagiarism. not taking referencing seriously.	poor awareness of plagiarism
2.	• lack of skills or academic skills. • lack of knowledge or understanding of the assignment. • lack or inability to produce own ideas or expressions. • poor academic writing skills. low language proficiency.	poor academic skills
3.	• laziness. • mimicking. • for comfort and ease. no intrinsic motivation.	laziness behaviours
4.	• pressure due to academic workload. • lack or running out of time.	deadlines and pressures

Copyright © 2024 The Author(s)

	• doing things last minute. • time constraints. time restriction.	
5.	• lack of interest in the topic. • lack of respect or interest for the course. • unfamiliarity with the subject. teachers' carelessness.	teaching issues
6.	• sneakiness. • deceitfulness. • dishonest. social norms issue.	lack of integrity
7.	• competitiveness. • penalties for failure. • expected reward. • belief that better grade will be gained by copying. • getting higher grades.	grade over knowledge

Table above shows several factors affecting students' tendencies to do plagiarism based on review of the previous studies that are categorized into same bracket if the causes are similar. For instance, lack of knowledge about plagiarism, unfamiliarity with plagiarism, believing that copying things from the Internet is right, and not taking referencing seriously are considered relatively similar in terms of factor that caused students committing plagiarism, which means they are also the same 'codes'. And if those reasons are summarized into one 'theme', then proposed main theme this study can generate to wrap those codes is 'poor awareness of plagiarism', which is shown in the next bracket.

Simply put, all the literature reviews mentioned before are essential as a foundation to help generating a theme used for this study, which also means that all the themes generated in this study are not randomly evoked, but rather an inference based on the previous conducted research. For instance, here are the seven main themes that are proposed in this study:

1. Poor awareness of plagiarism
2. Poor academic skills
3. Laziness behaviours
4. Deadlines and pressures
5. Teaching issues
6. Lack of integrity
7. Grade over knowledge

Analyzing Seven Main Themes

The data derived from the interview used in this study are analysed using qualitative data analysis outlined by Kember and Kwan (2000). Initially, when every interview was finished, each summary of the interview was examined and made a note of any significant themes pertaining to the causes of plagiarism. All of the interview's questions were further investigated for answers that may have touched on justifications or explanations for plagiarism, in addition to the particular question, " What makes you (the student) do the plagiarism?" After that, the original themes and categories were thus reviewed.

After that, the summaries were reviewed again in order to classify the interviewees' replies. In order to make sure the views were placed in context, the replies to the question concerning

grounds for plagiarism were reviewed in the context of the interview as a whole. Quotations from the summaries were selected to highlight each of the assigned categories, which were then noted. It is important to note that categorization decisions for this procedure might have limits. In order to improve the process's validity, the classifications were given a space between re-reading the response summaries and fine-tuning each of the themes.

Subsequently, the answers related to seven themes from this study are listed below. The intention is to demonstrate the variety of reasons from students who commit plagiarism, by highlighting most relevant responses for each theme, therefore, any other answer that has no correlation to the seven themes have been omitted.

1. Poor awareness of plagiarism

Reasons for plagiarism provided by students clearly showed a lack of awareness of what actually constituted plagiarism. Common answers were as follows:

> "We don't have any idea that we have committed a plagiarism"
> "When doing group work or individually, we might not be aware of what constitutes plagiarism in that context."

No specific student groups were addressed in these cases; instead, they were directed towards students in general. However, one particular student expressed in an interview that this student believed certain students plagiarize because they don't understand what plagiarism is. The student also assumed that accidental plagiarism happened as a result of this, as what can be seen from the response below:

> "Nothing is said about plagiarism. When we were in high school, we just read a material without any further instruction concerning citation rule, and then write it down into our work. But now as a university student, that kind of action is considered plagiarism."

2. Poor academic skills

This theme was related to problems with abilities pertaining to academic work, such as inadequate writing, referencing, paraphrasing, and ability for conducting research. Answers to questions on why students plagiarize here are based on the steps that students must take to compose an assignment or even to conduct research, as the responses are:

> "Because we can't make such a good writing"
> "It's hard for us to put a right reference for our paper assignments"
> "Since we are not familiar with anything about research, we thus simply copy and paste someone else's work"
> "It's difficult to recall where the original source is, which makes us confuse."
> "I don't know the proper way to make a paraphrase."
> "We just alter a few words from the English source since we are not really good at English even if we very well comprehend the assignment instruction."

In another interview, a student described about what is considered as "a real deal" in which the other students also agree with:

> "We have a handful of students from remote areas in our class who simply cannot speak English because it's never been taught before. So, when it comes down to an assignment that involves English, they are unable to do it and take a shortcut such as plagiarizing."

3. Laziness Behaviour

Several of the interviews revealed how easy it was to choose plagiarizing and how students were unwillingly to do something with efforts, simply because of laziness, as what have been stated on the following responsess:

> "Because I'm too lazy to study and just want something practical (plagiarizing)"
> "Don't want to find a reference, it takes too much time"
> "Because doing plagiarism is simpler, no need for hardworking"
> "It's a less work than attempting to read books and any other information, not to mention paraphrasing all of them."

Copyright © 2024 The Author(s)

4. Deadlines and pressures

Numerous types of deadlines and pressures either from internal or external factors were also mentioned as potential causes of student plagiarism, such as:

> "I tend to delay my work on assignments (procrastination), and when the deadline comes, I have no choice but to plagiarize"
>
> "Assignment's due date does not give me a space to do things right, so I have to find a way (by plagiarizing) to compensate"
>
> "The internal pressures from both family and society to succeed force me to justify all means".
>
> Following the last response, the student continued: "Our parents tend to follow their ego and insist us to continue our study in a university, despite the fact that it's against our will. As for them, it will heavily affect their dignity seeing their children are failed to enter a university."

5. Teaching issues

Students who were interviewed in this study also expressed their concerns to teaching and learning processes as one source of reasons for plagiarism. Moreover, it appears that 'the amounts of assignments' and 'knowledge-related problems' were among them. For the amounts of assignments, common responses in this case were:

> "Lecturers mostly give us so much assignments for each meeting"
>
> "We have to finish all of these assignments from every subject at the same time"
>
> "Plagiarism is the only solution to tackle all the workload in one plate".

Regarding knowledge-related problems, a lack of understanding upon the subject content was one of the causes for committing plagiarism, in which some students said their action was caused by insufficient or even the absence of teaching activity, these were showed in their following answers:

> "We were lacking of general understanding in regards to the subject because the way the lecturer teaches us was rather confusing"
>
> "How can we learn something if during our class meeting, the lecturer was not present?"
>
> "Inadequate teaching competence from certain lecturers".

6. Lack of Integrity

The answers to the question " What makes the student do the plagiarism?" dealt in several, somewhat different ways in relation to the lack of integrity. For instance, those answers were as follow:

> "It's easier to follow someone's work rather than do it by myself"
>
> "There is no regulation that strictly prohibits plagiarism, so we are free to do such act".
>
> "It's pointless for being honest, we won't get any reward out of it. So, being dishonest by doing plagiarism is no different with being honest".

As can be seen, the first response indicated that the lack of students' personal quality led to having no such confident and honesty on doing something individually, while only relying on someone else. The second comment displayed that the absence of plagiarism rule did affect students' integrity on undertaking their academic tasks. And for the last answer, it was evident that the students felt they gained nothing for being honest when working on their assignment, which makes them thought that plagiarism was justified.

7. Grade over knowledge

One group of comments addressed concerns about the importance of obtaining good grades that sometimes overlooked the necessity of acquiring a knowledge from every subject that had been taught. As a result, an act of conducting plagiarism cannot be avoided as long as they were excelled in terms of grading. These were clearly seen on the commentaries below:

> "I was the first to finish and get a perfect score on even a very challenging task thanks to plagiarizing."

"Sometimes, lecturers were giving us some difficult assignment projects that required a lot of readings and references taking into account, so we have to confidentially use and copy similar great project that had been done before as our own project in order to get an excellent mark".

8. Additional theme: technology and internet abuse

Surprisingly, out of the seven themes that have been presumably proposed, there was another factor that also dominated most of the responses from students who committed plagiarism which thus generated a new theme namely 'Technology and internet abuse'. This factor was based on the answers related to the students who admitted that the advancement of the technology nowadays has encouraged them to easily conducting plagiarism with the help of the internet and AI tools that can be freely accessed both offline and online. For instance, here are the list of responses from students:

"If there is any English-related task given by the lecturer, I can simply use Google Translate"

"When it comes to research proposal, most of us students will follow what our fellow senior students had done in regard to the proposal making, just by copying someone else's research proposal with the same topic that had been conducted and posted on the internet, especially when searching through Google Scholar"

"I don't have to write something, as I can just use ChatGPT to write down everything for me".

"There are numerous articles available on many Weblogs that can be directly taken to answer certain assignments".

"Most of the lecturers didn't mention about the prohibition of using AI Assisted Apps when working on the assignment, so we just thought that we can take advantage of this technology as long as the assignment can be done in time"

"Now that today's assignment is no longer instructed to be made by handwriting, we can easily use our senior students' WORD File containing the similar repeated assignment from the subject they had previously attended by the same lecturer".

Based on the above codes or answers, it is concluded that another theme which is "technology and internet abuse" must be added into already existed seven themes that have been previously proposed.

Discussion

This study has identified a wide range of potential causes for plagiarism among students at English Department, Faculty of Cultural Science, Unkhair. These findings are consistent with studies that have been conducted and covered before. The analysis results may have a direct or indirect influence on the prevalence of plagiarism at the said institution, in which the urgency to implement a variety of ways to account for both unintentional and intentional plagiarism. Regardless of the probable consequences of these factors, this study has taken into consideration these potential reasons while developing its multi-layered strategy to reduce and effectively handle plagiarism. The suggested approach, for instance, combines preventative strategies to discourage students who might purposefully choose to plagiarize from doing so and educational strategies to help students understand what plagiarism means.

Overall, by taking seven themes and one additional new theme into consideration, preventive strategies are necessary in order to handle students act of plagiarism effectively. These strategies are formulated by combining both the effort of the lecturers of the said institution and the use of technology and AI in which for certain, involves a multi-layered approach. Simply put, here are the proposed strategies:

1. The use of Detection Tools for Lecturers

1.1 Plagiarism Detection Software

Copyright © 2024 The Author(s)

The use of advanced plagiarism detection software like Turnitin or Unicheck is necessary. These tools can compare student submissions against vast databases of academic papers, websites, and previously submitted works.

1.2. AI-Based Detection

The implementation of AI tools like Copyleaks or PlagScan, which use machine learning algorithms to detect more sophisticated forms of plagiarism, such as paraphrasing or idea theft.

2. Preventive Measures during Class Meeting

2.1. Plagiarism Awareness Discussion

Educate students about what constitutes plagiarism, its consequences, and the importance of academic integrity through workshops and resources.

2.2. Clear Guidelines Explanation

Provide clear guidelines and examples on proper citation practices and academic honesty policies, including the prohibition of the misuse of the online technology or AI-based tools that can elevate the potential of plagiarism.

2.3. AI for Writing Assistance Introduction

Encourage students to use AI writing assistants like Grammarly or QuillBot for improving their writing while ensuring originality. These tools can suggest rephrasing and corrections without promoting plagiarism.

3. Encouraging Original Work during Class Activity

3.1. Implementing Assignments Design

Design assignments that require critical thinking, personal reflection, and unique problem-solving, making it difficult for students to find ready-made answers online or to take advantage of using AI technology.

3.2. Allowing Open-Ended Questions

Incorporate open-ended questions and projects that require students to apply their knowledge creatively and individually, without heavily rely on technology.

4. Technical Measures from the IT Team

4.1. Automated Submission Systems

Implement automated submission systems that integrate with plagiarism detection tools. This ensures that every submission is checked before it reaches the instructor.

4.2. Version Control

Utilize version control systems to track changes in student submissions over time. This helps in identifying sudden improvements in writing quality that might indicate plagiarism.

5. Policy and Enforcement by the English Department

5.1. Strict Policies

Develop and enforce strict plagiarism policies. Make sure students are aware of the consequences of plagiarism, which could include failing the assignment, failing the course, or facing disciplinary action.

5.2. Regular Audits

Conduct regular audits of random assignments to ensure the plagiarism detection tools are effective and to keep students aware that checks are ongoing.

Overall, by combining these strategies, it is expected that educational environment at English Department, Faculty of Cultural Science, Unkhair can create a robust system to handle plagiarism effectively, leveraging human resources, technology, and AI to both prevent and detect dishonest practices by students. For addition, modern concepts of information literacy and media literacy should be better incorporated into curriculum reforms and teaching strategies aimed at improving students' academic abilities. By doing so, learning experiences at English department Unkhair will incline more to the students' academic and personal quality than just

the ability to "find "stuff" quickly. In the reform of academic evaluation, students' reliability on copy and paste technologies as well as the misuse of AI apps and tools need to be carefully observed and supervised to mitigate or event hinder such actions.

The findings are in line with the research from James et al. (2002), as that laziness, sneakiness, competitiveness, and pressure due to academic workload requirements and to running out of time were indeed the reasons for intentional plagiarism. However, the previous study did not take technology and internet abuse into account in which this study considers as one of the main factors affecting students' behavior towards plagiarism. The results also concur with the study from Devlin (2003), which attested that following six factors: pressures on the individual to succeed; penalties for failure; expected reward to be gained; opportunities to be dishonest; probability of getting away with it, and; social norms governing such behavior were the main causes for conducting plagiarism. Nevertheless, it appears that research from Devlin also does not include technology and internet abuse in the findings.

Furthermore, this research is in accordance to the study conducted by Park (2017), since he also focused on what lessons may be drawn for institutional policy and practice in higher education institutions, by exploring themes related to plagiarism. Even though there is no such proposed preemptive strategy to tackle plagiarism issues presented in his study, unlike what this study has done. Additionally, a recent study from Pikri, Insani, and Hoerudin (2022) that investigated the successfulness of the attempt made by the State Islamic University Sunan Gunung Djati in stopping plagiarism by establishing policies and guidelines is found similar with the results of this study. This because the findings also provide the implementation of the effective strategies against plagiarism, which is one of the crucial outputs this study can offer.

All in all, aside from the challenges for covering the other aspects concerning plagiarism, it is hoped that there will be a growing concern and interest among educationalists, researchers, and university administrators in reducing and erasing students act of plagiarism through approaches that consider the variety of reasons why students plagiarise and initiate their own effective strategy. The urgency of this preemptive measure is important to ensure and create more ethical and fair academic atmospheres in the future.

Interpretation on this research involves analysis results that show various factors which contribute to students' attitudes, behaviors, and justifications for plagiarism actions, including:

1. Motivations and Justifications Factors

1.1 Pressure and Competition

Students may feel pressured due to academic competition or high expectations, leading to higher rates of plagiarism.

1.2. Time Constraints

A common reason students cite for committing plagiarism is insufficient time to complete assignments properly.

1.3. Lack of Understanding

Misunderstanding what constitutes plagiarism or insufficient knowledge about proper citation practices can play a significant role.

1.4. Perception of Severity

Students' views on the consequences of plagiarism and whether they see it as a serious offense impact their likelihood of engaging in it.

2. Demographic and Contextual Factors

2.1. Educational Background

Students from different educational or cultural backgrounds may have varying views on what constitutes acceptable academic behavior.

Copyright © 2024 The Author(s)

2.2. Level of Study

Undergraduate students might exhibit different attitudes compared to graduate students due to varying levels of academic experience.

3. Ethical and Psychological Factors

3.1. Moral Reasoning:

Consideration on whether students' ethical decision-making processes influence their likelihood to plagiarize.

3.2. Self-Efficacy:

Students with lower confidence in their writing abilities may be more inclined to copy others' work.

Research into students' perspectives on plagiarism helps educators and institutions understand why students engage in this practice. This includes identifying whether plagiarism is due to a lack of understanding, pressure to achieve high grades, time management issues, or cultural attitudes towards authorship and intellectual property. With better awareness, educational policies and support systems can be tailored to address the root causes, such as integrating more ethics and writing integrity into the curriculum. The results may suggest that there is a need for more thorough education on academic integrity and proper research and citation practices. Ultimately, understanding these perspectives could lead to changes in how academic institutions handle cases of plagiarism, focusing more on education and prevention than punishment.

When discussing the limitations of research focusing on students' perspectives on committing plagiarism in academic writing, it is essential to acknowledge potential constraints that could impact the validity, reliability, and generalizability of the findings. These include: (1) Self-Reporting Bias, since students may underreport plagiarism due to fear of repercussions or social desirability bias, and; (2) Sample Representation, since the sample is not representative of the wider student population, interpretations should be cautious in generalizing findings.

Future research in this area is essential to gain insights into the motivations, cultural influences, and technological impacts that shape students' perceptions and attitudes toward plagiarism. By examining these elements, educators and policymakers can craft targeted interventions that promote genuine learning, ethical scholarship, and a deeper respect for the principles of academic integrity. The following suggestions outline potential avenues for further exploration that can enhance the understanding of why students may commit plagiarism and how to address these behaviors effectively.

1. Cultural Influences on Plagiarism Perception

Focus: Explore how students' cultural backgrounds influence their understanding and attitudes toward plagiarism.

Rationale: Academic integrity policies can be interpreted differently across cultures. A comparative study could reveal cultural factors that shape perspectives on plagiarism.

2. Impact of Digital Tools and AI on Academic Integrity

Focus: Assess how the availability of digital tools (e.g., paraphrasing software, AI writing assistants) affects students' attitudes and behavior toward plagiarism.

Rationale: The rise of technology has transformed academic writing and could influence how students view the ethical boundaries of using such tools.

3. Effectiveness of Plagiarism Education Programs

Focus: Investigate whether formal training on plagiarism prevention impacts students' understanding and ethical stances.

Rationale: Identifying effective educational strategies can help reduce unintentional plagiarism.

4. Psychological Factors and Motivations Behind Plagiarism

Focus: Examine psychological drivers such as fear of failure, pressure to achieve, or lack of confidence that may lead students to commit plagiarism.

Rationale: Understanding motivations can help educators develop better prevention strategies.

5. Discipline-Specific Perspectives on Plagiarism

Focus: Study whether perceptions of plagiarism vary by academic discipline (e.g., humanities vs. sciences).

Rationale: Different fields may have varying expectations and norms regarding originality, affecting students' understanding.

Conclusion

Notwithstanding these drawbacks, the study adds to the expanding body of knowledge regarding plagiarism at English Department, Faculty of Cultural Science, Universitas Khairun and provides strategies for lowering its prevalence by offering one potential explanation for plagiarism as well as a qualitative methodology for additional investigation in relation to the ongoing phenomenon. Although the causes of plagiarism are varied, ranging from the unintentional to the deliberate, the description in the students' own words provided in this study may be beneficial to other universities attempting to address the issues as a foundation for developing strategies to reduce or even prevent its occurrence - among students of all stripes, from those who lack of awareness, to those who have poor habits and academic skills, or perhaps incompetent teachers, to those who even take advantage of the advancement of the current technology.

In addition, it is stongly recommended for future research regarding plagiarism to investigate how cultural backgrounds influence students' understanding and attitudes toward plagiarism. Since academic integrity norms vary across cultures, comparing perspectives between students from various regions could reveal important differences in how plagiarism is perceived and justified.

References

Babaii, E., & Nejadghanbar, H. (2017). Plagiarism among Iranian graduate students of language studies: Perspectives and causes. Ethics & behavior, 27(3), 240-258.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Colnerud, G., & Rosander, M. (2009). Academic dishonesty, ethical norms, and learning. Assessment and Evaluation in Higher Education, 34(5), 505-517.

Comas-Forgas, R., & Sureda-Negre, J. (2010). Academic plagiarism: Explanatory factors from students' perspective. Journal of Academic Ethics, 8(3), 217-232.

Devlin, M. (2003). The problem with plagiarism. Campus Review, 12, 4-5.

Eret, E., & Gokmenoglu, T. (2010). Plagiarism in higher education: A case study with prospective academicians. Procedia-Social and Behavioral Sciences, 2(2), 3303-3307.

Hard, S. F., Conway, J. M., & Moran, A. C. (2006). Faculty and colleges student beliefs about the frequency of student academic misconduct. The Journal of Postsecondary Education, 77(6), 1058-1080.

İrina, R. E. T. S., & Ali, I. L. Y. A. (2018). Eliciting ELT students' understanding of plagiarism in academic writing. Eurasian Journal of Applied Linguistics, 4(2), 193-211.

Copyright © 2024 The Author(s)

James, R., McInnis, C., & Devlin, M. (2002). Assessing learning in Australian universities: Ideas, strategies and resources for quality in assessment. Melbourne: Centre for the Study of Higher Education, The University of Melbourne for the Australian Universities Teaching Committee, Department of Education Science and Training (DEST). Retrieved May 1, 2006, from http://www.cshe.unimelb.edu.au/assessinglearning/

Park, C. (2017). In other (people's) words: plagiarism by university students—literature and lessons. *Academic ethics*, 525-542.

Patton, M. Q. (2005). Qualitative research. Encyclopedia of statistics in behavioral science.

Pikri, F., Insani, D. M., & Hoerudin, C. W. (2022, December). Policy Implementation in Preventing Plagiarism in Students in the Digital Age. In *Iapa Proceedings Conference* (pp. 234-242).

Sheila, M., & Mindi-Barth, M. (1993). Academic dishonesty among college students. Issues in education. Washington, DC: Office of Research.

Šprajc, P., Urh, M., Jerebic, J., Trivan, D., & Jereb, E. (2017). Reasons for plagiarism in higher education. *Organizacija*, *50*(1), 33-45.

--- This page is intentionally left blank---