Indonesian Undergraduate Students' Perspectives of Plagiarism: An Interview Study

Anna Riana Suryanti Tambunan
Universitas Negeri Medan

Fauziah Khairani Lubis
Universitas Negeri Medan

Bahagia Saragih
Universitas Negeri Medan

Widya Andayani
Universitas Negeri Medan

Siti Aisah Ginting
Universitas Negeri Medan

Usmala Dewi Siregar
Universitas Labuhanbatu

In Indonesia, plagiarism is regarded as a serious problem that has the potential to stifle the growth of creativity and innovation. However, research on plagiarism is still uncommon in Indonesia, particularly from the perspective of students. As a result, the purpose of this study is to look into the prevalence of plagiarism among undergraduate students at one of Sumatra's most northern state universities. Bandura's social cognitive theory of moral cognition and behavior was used to examine and analyze the student's perspective on plagiarism. This study included 54 students from the final semester of the academic year. To assess students' knowledge of and attitudes toward plagiarism, an online, semi-structured interview was conducted. According to the thematic analysis findings, university students have varying perspectives on plagiarism. Others saw inadvertent plagiarism as a necessary part of the learning process, and they held students accountable for their plagiarism. The findings have practical implications for faculty in interacting with students' needs and expectations in order to produce meaningful and productive outcomes for all student cohorts.

Keyword: EFL, Indonesia, interview study, plagiarism, undergraduate student

INTRODUCTION

Nowadays, plagiarism is not a novel phenomenon (Scanlon, 2003; Ma, Wan, & Lu, 2008). Plagiarism has been well-documented and extensively researched in many fields, including law, literature, education, medical science, psychology, and applied linguistics. These studies require writing in English as a second language (L2). Many studies have been conducted in the field of L2 writing research to investigate various aspects of plagiarism in L2 writing, such as knowledge of plagiarism (e.g., Deckert 1993; Selwyn 2008), attitudes towards plagiarism (e.g., Hu & Lei, 2016; Li 2015; Sun & Hu, 2020), potential cultural influences on plagiarism (e.g., Chandrasegaran 2000; Hayes & Introna 2005; Hu & Lei 2012), types of plagiarism (e.g. The majority of existing research focuses on undergraduate students (e.g., Deckert 1993; Hu & Lei, 2015; Shi, 2010; Wheeler 2009), with only a few studies involving graduate students in Anglo-American settings (e.g., Abasi et al. 2006; Gu & Brooks, 2008; Leonard et al. 2015; Pecorari, 2006). Thus, much remains unknown about the perception of plagiarism among Indonesian undergraduate students for whom English is a second language.

Higher education institutions face challenges in maintaining academic integrity and preventing students from cheating and plagiarizing academic work (Levine & Pazdernik, 2018). Plagiarism has been a severe problem in universities worldwide since at least the mid-eighteenth century (Quah, Stewart, & Lee, 2012), with high levels of plagiarism reported in Australia, China, North America, and the United Kingdom (Ehrich et al. 2016). As demonstrated by a study, more than one-third of students admit to plagiarizing (Christensen-Hughes & McCabe, 2006). Furthermore, it is believed that this degree of plagiarism is likely higher than stated and that the prevalence of plagiarism is rising (Selwyn, 2008; Walker, 2010). In addition, there is a growing body of research on Turnitin and other platforms for detecting plagiarism (Bruton & Childers, 2016; Graham-Matheson & Starr, 2013; Heckler, Rice, & Hobson Bryan, 2013; Penketh & Beaumont, 2014). However, Turnitin is not the only software used to identify plagiarism; additional technologies include PlagScan, URKUND, and VeriCite, each with its detection limitations, such as the inability to detect ghost-writing (Lines, 2016).

LITERATURE REVIEW

Academics' Framing of Plagiarism

While many students intentionally copy someone else's works or cut and paste from various sources to deceive others, others inadvertently plagiarize because of not know how to cite appropriately. This results in contrasting perspectives of plagiarism around whether to consider it a subject of criticism or a matter of concern. For example, many researchers examine intentionality and view plagiarism as a moral transgression, an educational fraud, and a scholarly offence. In contrast, others analyze its process and treat accidental plagiarism as a developmental issue.

Plagiarism as a Moral Transgression

Whether or not plagiarism should be considered immoral has been controversial within academia. While some academics perceive plagiarism as immoral, associating it with negative connotations such as literary theft or an immoral act, others argue that plagiarism within and outside educational contexts should be treated differently. Scholars have considered deliberate plagiarism as a form of intellectual piracy. Plagiarism is derived from the Latin term for plundering or kidnapping, and kidnapping others' words is similar to kidnapping a child from their parents (Pecorari & Petric, 2014; Singh & Remenyi, 2016; Sutherland-Smith, 2008). Many scholars regard plagiarism as stealing work or ideas belonging to another person (Pecorari & Petric, 2014; Sousa-Silva, 2020; Valentine, 2006; Whitley Jr & Keith-Spiegel, 2012; Zhang, 2016). Plagiarism is also positioned as literary theft because of plagiarists' calculating and intentional actions designed to deceive university faculty (Carroll & Zetterling, 2009; Jones, 2011; Pàmies et al., 2020; Park, 2003; Pecorari & Petric, 2014; Sousa-Silva, 2020; Sutherland-Smith, 2008). Educational practitioners hold that plagiarism is against moral standards or principles. Howard (1995) asserted that plagiarism occurred when ethics were absent and recently reiterated that people did not plagiarize if they

were ethical (Howard, 2016). Pecorari and Petric (2014) claimed that plagiarism, which involved deliberate cheating behaviors, reflected moral decay. Similarly, Williams (2003) viewed plagiarism as morally inappropriate, calling people who used other sources to make their own work "cunning plagiarists" (p. 4) because he considered that they were aware of their behavior but worked hard to avoid detection. Some scholars viewed plagiarism as morally unacceptable (Howard, 2016; Sousa-Silva, 2014; Valentine, 2006; Williams, 2003). Plagiarists deceived the readers (Bouville, 2008; Weber-Wulff, 2014) and hurt plagiarized authors (Bouville, 2008). They are also disrespectful because they fail to acknowledge other people's ownership (Davis et al., 2012).

Several scholars, however, contested viewing student inappropriate source use as literary theft. For example, reflecting on differences in the meaning of stolen credit for students and scholars, Grossberg (2009) said that consideration should be given as to whether plagiarizing students and academics get what they steal as thieves usually do and whether they mean to take credit associated with the plagiarized work. Senders (2009) emphasized that students rarely care about the words they took from others and would not keep these words for long. These suggest that plagiarism, in a legal sense, differs in and outside academic settings.

Plagiarism as Part of the Learning Process

Alternatively, plagiarism is viewed by some scholars as a part of language use or a linguistic phenomenon. These scholars focused on textual features and the occurrence of plagiarism within the process of learning to write, especially in another language. Pecorari (2008) considered plagiarism an undesirable textual feature that can be determined without examining the presence or absence of deceptive intention. In particular, the amount of similar text and lack of other textual features like quotation marks can help to identify plagiarism instances. Students might unintentionally plagiarize because they are influenced by the materials they read and cannot express themselves in their own words (Pecorari, 2016). Similarly, Howard (1993) noted that scholars viewed patchwriting as a type of plagiarism that should be treated as a means of language acquisition.

Researchers consider inadvertent plagiarism or patchwriting (see Section 2.7.5) – a concept developed by Howard (1993) –a transitional stage in academic writing development. Some view it as an interim stage in becoming writers (Introna & Hayes, 2008; Pecorari, 2003, 2008, 2016; Pecorari & Petric, 2014). Students who are new to academic culture and have not learnt specific practices and skills would be more likely to make mistakes despite not intending to do so (Adhikari, 2018; Pecorari, 2016; Shi, 2004). Also, novice writers are developing their ability to use sources (Amiri & Razmjoo, 2016; Howard, 1993; Introna & Hayes, 2008; Pecorari, 2016). Pecorari (2016) highlighted that most students misuse sources before learning to do them correctly.

Scholars recognize the potential of inadvertent plagiarists to acquire knowledge and produce language. Some insisted that plagiarism sometimes results from an effort to produce good writing (Briggs, 2009; Introna & Hayes, 2008; Shi, 2004; Sousa-Silva, 2014). Students engage with materials and acquire content knowledge by integrating other people's ideas into their writing (Introna & Hayes, 2008; Neville, 2007). Patch-writing facilitates students' source use skills and acquisition of academic phraseology (Introna & Hayes, 2008; Pecorari & Petric, 2014).

Academics highlight the need for an alternative view of plagiarism other than a moral concern, proposing better strategies to accommodate student understanding. Several called for treating plagiarism as a developmental issue rather than an issue of ethics (Abasi et al., 2006; Adam et al., 2016; Blum, 2009; Briggs, 2009; Chandrasoma et al., 2004; Gu & Brooks, 2008; Howard, 2016; Introna & Hayes, 2008). Some insisted that patch writers could become competent writers if they received proper guidance and support (Briggs, 2009; Introna & Hayes, 2008; Pecorari, 2003, 2008, 2016). Academics and universities should recognize students' problems, especially those from other academic cultures and contexts (Adam, 2015a; Adhikari, 2018; Amiri & Razmjoo, 2016; Fatemi & Saito, 2020; Robertson et al., 2000; Shang, 2019).

Positioning plagiarism as part of the learning process, some researchers maintain that teachers should employ educative rather than punitive approaches. Regulations are intended to punish and rehabilitate offenders (Macdonald & Carroll, 2006). Determination of what punishments are imposed should be based

on the presence or absence of intention (Carroll, 2016). Students should be explicitly informed about universities' expectations (Carroll, 2008; Phan, 2006). They need support and education more than regulations and punishments (Adhikari, 2018; Badke, 2007; Chandrasoma et al., 2004; Fatemi & Saito, 2020; Marshall & Garry, 2005; Sutherland-Smith, 2010; William, 2007). Others suggested that academic institutions should enhance student understanding of academic integrity and intellectual property, which helps to promote an academic culture of integrity (Bretag, 2013; McCabe & Stephens, 2006; Stephens et al., 2007).

Similarly, researchers suggested improving students' academic writing skills (Amiri & Razmjoo, 2016; Badke, 2007; Briggs, 2009; Pecorari, 2013; Shang, 2019), language ability (Perkins et al., 2018), source use skills (e.g., Adam et al., 2016; Adhikari, 2018; Badke, 2007; Fatemi & Saito, 2020; Howard, 1993; Pecorari, 2016), and awareness of academic integrity (Belter & Du Pré, 2009; Blum, 2009; Gullifer & Tyson, 2010; Sutherland-Smith, 2014) if plagiarism resulted from unawareness or inexperience. In addition, some argued that pedagogical techniques that enhance student understanding of academic conventions are more helpful than focusing on dishonesty and intentional factors (Adhikari, 2018; Amiri & Razmjoo, 2016; Fatemi & Saito, 2020). However, analyzing the policies concerning plagiarism of 18 world-ranked institutions, Sutherland-Smith (2010) found that policies rarely mention reforming or rehabilitating accused plagiarists.

METHOD

Recruitment of Interview Participant

Thirty-eight students who studied at a university in the north of Indonesia participated in this study. The participants were recruited from the last semester of the academic year that the study took place. The participants were the students who had completed their thesis as the requirement to get their bachelor's degree. Most of them (n = 42) are female, and the rest (12) are male, aged 19 years (n = 2), 20 years (n = 32), and 21 years (n = 20), respectively. All of the students volunteered to take part in the interview.

Data Collection Procedures

Data were collected between October 2021 and March 2022. Participants were invited to take part through the WhatsApp group for plagiarism checkers. In all settings, invitees were given information about the research purpose, their rights, and how to access the surveys. No incentives were offered, and participants were informed that participation was voluntary. The data were made anonymous by excluding information that showed the participants' identities. All of them (54 students) accepted to complete an online open-ended questionnaire and consented to the research. Then, an online questionnaire through google forms was shared with the participants. The researchers shared the Google form with the students' WhatsApp group. Two weeks after sharing the google form, the transcription was sent to each interviewee to examine inaccuracies in transcribing and ensure clarity of their original thoughts. The interviewees approved all transcriptions which the researcher collected. Responses were downloaded as.csv files and transferred into spreadsheets for analysis.

FINDINGS AND DISCUSSIONS

Participants' Perception of Plagiarism

Plagiarism in this study is defined as "presenting someone else's work as if it were your own, whether you mean it or not," according to the institutional definition used by a public university in North Sumatra, Indonesia. This section reports on the findings of how interviewees defined plagiarism, examining how closely their conceptualization matches the university's definition. This is also done to ensure that researchers and participants understand plagiarism. Most interviewees defined plagiarism as intentionally or unintentionally presenting another person's words or ideas as one's own. A typical response is:

Plagiarism is an act of taking or copying a little, half, or maybe all of the work of others / the results of other people's research without the permission of the person concerned. (Bako, Feb 23, 2022, Gform)

From the students' point of view, plagiarism comprises work copied from various sources. For example, regardless of who owns the work, Tere considers displaying other people's work as his own to be plagiarism. Plagiarism, according to Silvi, is the act of copying work from a published paper or a friend's assignment. Copying ideas from colleagues' papers is also considered plagiarism by Eka. Finally, according to Afri, Silvi, Eka, Putra, Vira, and Tere, plagiarism includes reusing previously submitted work.

For some students (Silvi, Putra, & Tere), plagiarism extends beyond the academic setting. They emphasize that plagiarism encompasses more than words and ideas but also a broader range of creative works such as drawings, ideas, programs, or artistic creations. Overall, the interviewees defined plagiarism as the intentional or unintentional deprivation of words or ideas, which is consistent with the operational definition of research or the definition of plagiarism currently used by the university. The Table shows how some students supplemented their definitions with additional elements.

TABLE 1
STUDENTS' DEFINITIONS OF PLAGIARISM

Plagiarism aspects / Interviewee	Copying words or ideas	Stealing words or ideas	Copying other intellectual products	Presenting as one own	Without citation	Copying words/ideas Either with or without intention	Regardless of who owns the sources
Bako	√						
Tere	√						
Silvi	√	√					√
Eka	√						
Afri		√					
Vira	√		√				√
Putra	√						
Nova	√			√			√
Wati	√			√			
Maza	√						√
Efri	√			√	√		√
Zefa	√			√	√	√	√
Yuli	√			√	√		
Audy	√		√	√	√	√	√
Ulfa	√						
Sheila		√					
Marc	√	√					
Maha	√				√		√
Giva	√						
Dilla	√			√			
Ariqa	√						
Juwi	√			√			
Andin	√	√					
April	√						√
Sofi	√				√		
Diya	√			√	√		√
Vany	√			√			√
Dian	√						√
Valen	√					√	
Riza	√				√		
Rama	√						
Rahel	√			√	√		√
Novi	√				√		
Dinda	√						
Nona	√			√			√
Eunike	√						
Dewi	√			√	√		√

As shown in Table 1, thirty-six out of thirty-eight students adopted similar definitions of plagiarism. Five expanded their definition by including copied work in broader contexts besides academic settings. Fifteen asserted that copying was plagiarism regardless of who owns the sources.

In response to the first research question about student perceptions of plagiarism, this study discovered that most students have a good understanding of the concept in terms of what it means and what it takes to apply that understanding properly. They refer to various plagiarism behaviors and can explain how they

differ. Most people understand the seriousness of plagiarism and why it is unacceptable in various academic contexts. They thoroughly understand the university's plagiarism and academic integrity policies. Most students can define plagiarism according to the university's definition and understand why plagiarism is prohibited at the university. This finding is consistent with previous research indicating a conceptual understanding of plagiarism among college students (Selemani et al., 2018) and supports previous findings indicating that most students perceive plagiarism as a serious academic offence (Fish & Hura, 2013; Selemani et al., 2018). These findings contradict those expressing students' superficial understanding of plagiarism (e.g., Amiri & Razmjoo, 2016; Babaii & Nejadghanbar, 2017; Du, 2020; Rathore et al., 2018), confusion about various forms of plagiarism (e.g., Amiri & Razmjoo, 2016; Ehrich et al., 2016), and ignorance of their university's plagiarism expectations (Amiri & Razmjoo, 2016).

Participants' Perspectives of Plagiarism at the University

Interviewees viewed plagiarism from various perspectives, including ethical concerns and professional empathy. Those who take an ethical stance regard plagiarism as unacceptable and unforgivable, claiming it is inconsistent with moral standards or principles. Those who hold the second viewpoint recognize that plagiarism is a challenge for students and that defending plagiarism is not always bad.

Plagiarism as a Moral Transgression

Most interviewees regard plagiarism as immoral and associate it with negative connotations such as stealing and cheating, which is consistent with survey results in which most respondents agree that plagiarism is stealing and cheating. Data from interviews provide a more detailed explanation of the reasons and nuances underlying the students' moral standpoint.

Most students regard plagiarism as seriously as any other form of theft. They believe that by plagiarizing, an individual attempts to claim the ideas of others as his own rather than acknowledging them. Plagiarism, according to Bako, is stealing because plagiarists use other people's work without permission. Plagiarism, according to Afri, is robbery in an academic context. Zeva sees it as theft regardless of intent, context, or circumstances. Vira considers plagiarism to be the dissemination of intellectual work, arguing that people's thoughts or ideas are just as valuable as the physical goods they create, whether visual data or works of art. Finally, Audy regards the use of words, ideas, or physical objects as theft:

> Plagiarism is a situation where someone tries to follow a work, whether written or visual (such as a film or drama), without any alteration and approval from the original owner and without giving credit to the source from the original owner (Audy, Feb 23, 2022, G-form).

All participants saw plagiarism as fraud, emphasizing that plagiarizing students deceive the original authors, faculty, readers, and themselves into believing they were submitting their own work. They also see it as authorship deception. One person stated:

> Stealing or plagiarizing other people's work without crediting the original voter and claiming the work as his own (Dewi, May 15, 2022, G-form)

While paying attention to the moral aspect of plagiarism itself, the majority of the participants (Tere, Silvi, Vira, Putra, Nova, Wati, Maza, Efri, Zefa, Yuli, Audy, Ulfa, Sheila, Marc, Maha, Giya, Dilla, Ariq, Juwi, Andin, April, Sofi, Vani, Valen, Riza, Rama, Rahel, and Bako) denied This adds context to why survey respondents disagree that good people don't plagiarize. Tere and Silvi believe that plagiarism does not reveal much about a person's ethics because many factors can influence a person. Plagiarism, according to Efri, is an environmental and behavioural problem rather than a sign of a relaxed or immoral personality, and it is closely related to opportunity, education, awareness, and policy. Tere, Putra, Marc, and Baco find it challenging to take plagiarism judgments on others.

I've always wanted to know why people plagiarize rather than assuming they're bad people. I don't always see a strong link between plagiarism and bad behaviour- that kind of moral aspect. This has nothing to do with it at all (Putra, May 14, 2022, G-form)

I think that not everyone who steals someone else's work is bad. For me, it all comes down to how much they know. I don't think everyone who plagiarizes in college, especially in the first year, is bad. (Tere, Feb 23, 2022, G-form).

Some argue the moral aspect of plagiarism or that there are circumstances in which plagiarism should not be considered immoral. Most students are likely to be perplexed about what constitutes or does not constitute plagiarism:

If first-year students don't know what they're doing, don't know how to cite, or aren't used to college life, they have to show what they need to do and what they've already done. They made a mistake. (Nona, May 14, 2022, G-form)

Plagiarism may happen because people don't understand the rules. (Dewi, May 15th, 2022, G-from)

Three students, Novi, Dinda, and Rahel, argued that plagiarism was not necessarily cheating. Novi believes the term "cheat" is too strong to describe first-year student plagiarism. Dinda explained that in a classroom setting where students' understanding of plagiarism is limited, she is hesitant to label their plagiarism as theft:

While some of these students were taught about plagiarism, others were perplexed about the rules, how to cite, and how to incorporate other people's ideas. As a result, it forces them to engage in meaningless plagiarism. (Dinda, May 14th, 2022, G-form)

Some students argue that plagiarism does not necessarily imply that the idea was stolen from the original author. However, stealing occurs when someone copies someone else's work and publishes it before the author. One mentioned:

Some students argue that plagiarism does not necessarily imply that the idea was stolen from the original author. However, stealing occurs when someone copies someone else's work and publishes it before the author. (Riza, Feb 23rd, 2022, G-form)

Vira, Putra, Nova, Tere, Bako, and Dinda all said unintentional plagiarism is not wrong, considering the situation and the author's intentions. However, even though they understand why people plagiarize, such as forgetting to keep track of reading notes, they are still unsure of the moral values that guide behavior. In addition, some people don't think that plagiarism because of a lack of knowledge is a fraud:

When somebody plagiarizes on purpose and then tries to cover it up, they act immorally. Unless there was malice involved, there should be no moral concern. Many students may lack exposure to the subject matter and hence lack an appreciation for the nuances of the plagiarism issue. (Bako, Feb 23rd, 2022, G-form)

The interview participants considered intentional plagiarism a moral concern because plagiarizing students deceived themselves, the teaching staff, and the original authors. Many students regarded plagiarism as severe as other types of larceny. Previous studies similarly reported that students viewed plagiarism as deceitful and stealing (Adam et al., 2016; Dawson & Overfield, 2006; Gunnarsson et al., 2014; Shang, 2019). However, several interviewees did not consider undergraduates' plagiarism immoral, contesting the link between plagiarism and personal moral values. They said that people could plagiarize for various reasons and plagiarism was more linked to plagiarism education and policies. The findings support

considerations of intentionality factors when dealing with student plagiarism (Adam, 2015a; Howard, 1993; Pecorari & Petric, 2014) and corroborate the ideas of Grossberg (2009) and Senders (2009), who argued that student plagiarism should not be treated as literary theft.

Plagiarism as Part of the Learning Process

While interviewees saw intentional plagiarism as a moral and self-regulating issue, they saw unintentional plagiarism as a natural part of the learning process. They attribute intentional plagiarism to various factors, including personality, a lack of self-awareness, and academic stress. Most people are concerned that plagiarism will reduce learning opportunities, encourage unhealthy habits inside and outside the classroom, and harm teacher-student relationships. While most students believe plagiarism influences the public's willingness to believe in plagiarism, they also believe plagiarism creates a negative image of plagiarists and their future products.

Several participants (Putra, Nova, Tere, Bako, and Dinda) viewed inadvertent plagiarism as an unavoidable aspect of the educational process, believing that the university was a place to learn and grow. If a student is already competent, there is no reason for them to pursue further education:

> Remember that students want to learn. They don't know everything when they get to college. If they already know everything, there's no reason for them to go to college. (Putra, May 14, 2022, G-form)

Nona, Tere, Silvi, Nova, Bako, and Dinda said that teachers couldn't expect students to be perfect. Many students find it hard to understand plagiarism, references, and citations. Nova pointed out that not many students understand all of the parts of plagiarism. For Putra, teaching students the right way to deal with plagiarism, citations, and references does not mean that they all learn the same proportion. Nova has seen students fail to understand the basics and resort to plagiarism:

> I know some students who don't understand as much as they should. Some courses don't do a good job of teaching them. And they have to plagiarize because they don't know any other way to pass the class. (Nova, Feb 23rd, 2022, G-form).

Several participants (Nona, Tere, Bako, and Dinda) viewed plagiarism as an intermediate step to becoming writers. They believe that novices make more errors because they do not comprehend the rules of references and citations or cannot completely grasp the complexities of plagiarism, such as what constitutes "common knowledge." Beginners, in Nona's opinion, may have poor academic ethics, leading to incorrect attitudes and actions, or their lack of comprehension may lead others to believe they are plagiarizing:

> Beginner writers are more likely to make errors or to be unfamiliar with reference conventions. As a result, others may suspect them of plagiarism. (Nona, May 14th, 2022, G-form)

Two students see plagiarism as a means of gaining knowledge. Bako believes that, while failing to recognize authors' contributions to their work, plagiarizing students understand how to use the work of others to support their ideas; they can improve their writing skills. Similarly, Nova contends that viewing or retrieving information from various sources is fundamental to where and how people learn and that academic work is created in the same manner, but with citations:

> A lot of students don't look at what other people have done. When you plagiarize, you look at the work of others to figure out how to solve a problem. Seeing or copying other people's work and passing it off as their own is a basic way to learn. (Nova, Feb 23rd, 2022, G-form).

Some interviewees considered inadvertent plagiarism an integral part of the learning process, a step to becoming a writer, or a means of collecting knowledge. Many students believe that accidental plagiarism should be treated differently than plagiarism resulting from attempts to cheat. This finding is consistent with the growing recognition of plagiarism as a learning and development issue (Blum, 2009; Gu & Brooks, 2008; Howard, 2016) and supports the consideration of sticky writing as a means of acquiring content knowledge (Introna & Hays, 2008; Neville, 2007) and language proficiency (Introna & Hays, 2008; Neville, 2007). (Howard, 1993; Pecorari & Petric, 2014).

Numerous participants stated that a lack of knowledge about plagiarism, academic writing, reference and citation norms, and institutional expectations regarding plagiarism could lead to unintentional plagiarism. This finding is consistent with prior research indicating that students plagiarize due to deficient academic writing skills (Curtis & Popal, 2011; Donnelly, 2013) and inadequate knowledge of plagiarism, citation norms, and university expectations about plagiarism (Amiri & Razmjoo, 2016; Devlin & Gray, 2007; Song-Turner, 2008). One possible explanation for this outcome is that lecturing or tutoring experience helped participants grasp the range and causes of student plagiarism. In addition, they acknowledge the responsibilities of academic institutions and faculty in preventing and addressing student plagiarism and promoting student learning.

Responding to a research question regarding undergraduate students' perceptions of plagiarism in Indonesia, this study found that most students have a substantial understanding of plagiarism, both in terms of the concept's meaning and what is required to apply this understanding correctly. Through online surveys, most students can differentiate between plagiarism and approved behaviours. During the interview, they discussed numerous forms of plagiarism and were able to differentiate between them. Most grasp the gravity of plagiarism and why it is unacceptable in various academic contexts. They thoroughly comprehend the university's requirements on plagiarism and academic integrity. Most students can define plagiarism according to the university's criteria and understand why plagiarism is prohibited at the university. This result is consistent with existing research demonstrating graduate students' conceptual comprehension of plagiarism (Selemani et al., 2018). These findings do not support the notion that students have a superficial understanding of plagiarism (e.g., Amiri & Razmjoo, 2016; Babaii & Nejadghanbar, 2017; Du, 2020; Rathore et al., 2018), are confused about its various forms (e.g., Amiri & Razmjoo, 2016; Ehrich et al., 2016; Hu & Lei, 2012), or are unaware of their university' (Amiri & Razmjoo, 2016). Despite the fact that the literature is limited to undergraduate and first-year engagement (e.g., Hu & Lei, 2015) in Asian contexts (e.g., Du, 2020; Rathore et al., 2018), the current research emphasizes the importance of studying undergraduate students' perceptions of plagiarism and does not assume that the findings of other studies are relevant to the findings of this study.

CONCLUSION

The institution or faculty might offer students a number of tips on managing university life and avoiding plagiarism allegations. Understanding university regulations and standards is a prerequisite for acceptance into the academic community and success in college education. To satisfy university standards on plagiarism, students must actively research their university's current policy (for example, how universities define plagiarism, what plagiarism is, and how they can avoid it). In addition to possessing a foundational understanding of plagiarism and academic integrity, students must develop proficient citation and reference abilities. They must comprehend the significance of appropriate academic practice and how citations can enhance their writing and place their work. In addition, students must be aware of the university's teaching and evaluation criteria to develop effective learning strategies. In addition, they should learn about the support services offered at the institution (e.g., student learning, student counselling, and financial help and advice), where they can receive advice, direction, and assistance for everyday and academic concerns.

ACKNOWLEDGEMENT

REFERENCES

Abasi, A.R., Akbari, N., & Graves, B. (2006). Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school. *Journal of Second Language Writing*, *15*(2), 102–117. https://doi.org/10.1016/j.jslw.2006.05.001

Adam, L. (2015). Student perspectives on plagiarism. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 519–536). Springer. https://doi.org/10.1007/978-981-287-079-7_67-1

Adam, L., Anderson, V., & Spronken-Smith, R. (2016). 'It's not fair': Policy discourses and students' understandings of plagiarism in a New Zealand university. *Higher Education*, *74*(1), 1–16. https://doi.org/10.1007/s10734-016-0025-9

Adhikari, S. (2018). Beyond culture: Helping international students avoid plagiarism. *Journal of International Students*, *8*(1), 375–388. https://doi.org/10.5281/zenodo.1134315

Amiri, F., & Razmjoo, S.A. (2016). On Iranian EFL undergraduate students' perceptions of plagiarism. *Journal of Academic Ethics*, *14*(2), 115–131. https://doi.org/10.1007/s10805-015-9245-3

Babaii, E., & Nejadghanbar, H. (2017). Plagiarism among Iranian graduate students of language studies: Perspectives and causes. *Ethics & Behavior*, *27*(3), 240–258. https://doi.org/10.1080/10508422.2016.1138864

Badke, W. (2007). Give plagiarism the weight it deserves. *Online*, *31*(5), 58–60.

Belter, R.W., & Du Pré, A. (2009). A strategy to reduce plagiarism in an undergraduate course. *Teaching of Psychology*, *36*(4), 257–261. https://doi.org/10.1080/00986280903173165

Blum, S.D. (2009). Academic integrity and student plagiarism: A question of education, not ethics. *The Chronicle of Higher Education*, *55*(24), 1–5. Retrieved from http://chronicle.com/article/Academic-IntegrityStud/32323/

Bouville, M. (2008). Plagiarism: Words and ideas. *Science and Engineering Ethics*, *14*(3), 311–322. https://doi.org/10.1007/s11948-008-9057-6

Bretag, T. (2013). Challenges in addressing plagiarism in education. *PLoS Medicine*, *10*(12), e1001574. https://doi.org/10.1371/journal.pmed.1001574

Briggs, R. (2009). Shameless! Reconceiving the problem of student plagiarism. *Angelaki: Journal of the Theoretical Humanities*, *14*(1), 65–75. https://doi.org/10.1080/09697250903006476

Bruton, S., & Childers, D. (2016). The ethics and politics of policing plagiarism: A qualitative study of faculty views on student plagiarism and Turnitin. *Assessment & Evaluation in Higher Education*, *41*(2), 316–330. https://doi.org/10.1080/02602938.2015.1008981

Carroll, J. (2008). Assessment issues for international students and for teachers of international students. *The Higher Education Academy*, pp. 1–13. Retrieved from http://www.hear.ac.uk/assets/documents/rc_import/carroll.pdf

Carroll, J. (2016). Making decisions on management of plagiarism cases where there is a deliberate attempt to cheat. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 199–219). Springer.

Carroll, J., & Zetterling, C. (2009). *Guiding students away from plagiarism*. KTH Learning Lab and the authors.

Chandrasegaran, A. (2000). Cultures in contact in academic writing: Students' perceptions of plagiarism. *Asian Journal of English Language Teaching*, *10*, 91–113.

Chandrasoma, R., Thompson, C., & Pennycook, A. (2004). Beyond plagiarism: Transgressive and nontransgressive intertextuality. *Journal of Language, Identity & Education*, *3*(3), 171–193. https://doi.org/10.1207/s15327701jlie0303_1

Davis, M., Davis, K.J., & Dunagan, M. (2012). *Scientific papers and presentations* (3rd ed.). Elsevier Science.

Dawson, M.M., & Overfield, J.A. (2006). Plagiarism: Do students know what it is? *Bioscience Education*, *8*(1), 1–15. https://doi.org/10.3108/beej.8.1

Deckert, G.D. (1993). Perspectives on plagiarism from ESL students in Hong Kong. *Journal of Second Language Writing*, *2*(2), 131–148. https://doi.org/10.1016/1060-3743(93)90014-T

Devlin, M., & Gray, K. (2007). In their own words: A qualitative study of the reasons Australian university students plagiarize. *Higher Education Research & Development*, *26*(2), 181–198. https://doi.org/10.1080/07294360701310805

Du, Y. (2020). Evaluation of intervention on Chinese graduate students' understanding of textual plagiarism and skills at source referencing. *Assessment & Evaluation in Higher Education*, *45*(1), 14–29. https://doi.org/10.1080/02602938.2019.1601680

Ehrich, J., Howard, S., Tognolini, J., & Bokosmaty, S. (2015). Measuring attitudes toward plagiarism: Issues and psychometric solutions. *Journal of Applied Research in Higher Education*, *7*(2), 247–253. https://doi.org/10.1108/JARHE-02-2014-0013

Fatemi, G., & Saito, E. (2020). Unintentional plagiarism and academic integrity: The challenges and needs of postgraduate international students in Australia. *Journal of Further and Higher Education*, *44*(10), 1–15. https://doi.org/10.1080/0309877X.2019.1683521

Fish, R., & Hura, G. (2013). Students' perceptions of plagiarism. *Journal of the Scholarship of Teaching and Learning*, *13*(5), 33–45. Retrieved from https://scholarworks.iu.edu/journals/index.php/josotl/article/view/3654/3865

Graham-Matheson, L., & Starr, S. (2013). Is it cheating or learning the craft of writing? Using Turnitin to help students avoid plagiarism. *Research in Learning Technology*, *21*(1), 17218. http://dx.doi.org/10.3402/rlt.v21i0.17218

Grossberg, M. (2009). History and the disciplining of plagiarism. In C. Eisner, & M. Vicinus (Eds.), *Originality, Imitation, And Plagiarism: Teaching Writing in The Digital Age* (pp. 159–183). University of Michigan Press.

Gu, Q., & Brooks, J. (2008). Beyond the accusation of plagiarism. *System*, *36*(3), 337–352. https://doi.org/10.1016/j.system.2008.01.004

Gullifer, J., & Tyson, G.A. (2010). Exploring university students' perceptions of plagiarism: A focus group study. *Studies in Higher Education*, *35*(4), 363–381. https://doi.org/10.1080/03075070903096508

Gunnarsson, J., Kulesza, W.J., & Pettersson, A. (2014). Teaching international students how to avoid plagiarism: Librarians and faculty in collaboration. *The Journal of Academic Librarianship*, *40*(3–4), 413–417. https://doi.org/10.1016/j.acalib.2014.04.006

Hayes, N., & Introna, L.D. (2005). Cultural values, plagiarism, and fairness: When plagiarism gets in the way of learning. *Ethics & Behavior*, *15*(3), 213–231. https://doi.org/10.1207/s15327019eb1503_2

Heckler, N.C., Rice, M., & Bryan, C.H. (2013). Turnitin systems. A deterrent to plagiarism in college classrooms. *Journal of Research on Technology in Education*, *45*(3), 229–248. https://doi.org/10.1080/15391523.2013.10782604

Howard, R.M. (1995). Plagiarisms, authorships, and the academic death penalty. *College English*, *57*(7), 788–806. https://doi.org/10.2307/378403

Howard, R.M. (2016). Plagiarism in higher education: An academic literacies issue? Introduction. In T. Bretag (Ed.), *Handbook of academic integrity* (pp. 499–501). Springer.

Hu, G., & Lei, J. (2012). Investigating Chinese university students' knowledge of and attitudes toward plagiarism from an integrated perspective. *Language Learning*, *62*(3), 813–850. https://doi.org/10.1111/j.1467-9922.2011.00650.x

Hu, G., & Lei, J. (2015). Chinese university students' perceptions of plagiarism. *Ethics & Behavior*, *25*(3), 233–255. https://doi.org/10.1080/10508422.2014.923313

Hughes, J.M.C., & McCabe, D.L. (2006). Academic misconduct within higher education in Canada. *Canadian Journal of Higher Education*, *36*(2), 1–21. https://doi.org/10.47678/cjhe.v36i2.183537

Introna, L., & Hayes, N. (2008). International students and plagiarism detection systems. In T.S. Roberts (Ed.), *Student Plagiarism in An Online World: Problems And Solutions* (pp. 108–123). Information Science Reference. https://doi.org/10.4018/978-1-59904-801-7.ch008

Jones, L.R. (2011). *Academic integrity & academic dishonesty: A handbook about cheating & plagiarism*. Florida Institute of Technology.

Leonard, M., Schwieder, D., Buhler, A., Bennett, D.B., & Royster, M. (2015). Perceptions of plagiarism by STEM graduate students: A case study. *Science and Engineering Ethics*, *21*(6), 1587–1608. https://doi.org/10.1007/s11948-014-9604-2

Levine, J., & Pazdernik, V. (2018). Evaluation of a four-prong antiplagiarism program and the incidence of plagiarism: A five-year retrospective study. *Assessment & Evaluation in Higher Education*, *43*(7), 1094–1105. https://doi.org/10.1080/02602938.2018.1434127

Lines, L. (2016). Ghost-writers guaranteeing grades? The quality of online ghost-writing services available to tertiary students in Australia. *Teaching in Higher Education*, *21*(8), 889–914. https://doi.org/10.1080/13562517.2016.1198759

Ma, H.J., Wan, G., & Lu, E.Y. (2008). Digital cheating and plagiarism in schools. *Theory Into Practice*, *47*(3), 197–203. Retrieved from https://www.jstor.org/stable/40071543

Macdonald, R., & Carroll, J. (2006). Plagiarism: A complex issue requiring a holistic institutional approach. *Assessment & Evaluation in Higher Education*, *31*(2), 233–245. https://doi.org/10.1080/02602930500262536

Marshall, S., & Garry, M. (2005). How well do students really understand plagiarism? *22nd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education*, Brisbane, Australia.

McCabe, D.L., & Stephens, J.M. (2006). *"Epidemic" as opportunity: Internet plagiarism as a lever for cultural change*. Retrieved from https://www.tcrecord.org/content.asp?contentid=12860

Neville, C. (2007). *The complete guide to referencing and avoiding plagiarism*. Open University Press.

Pàmies, M.D.M., Valverde, M., & Cross, C. (2020). Organising research on university student plagiarism: A process approach. *Assessment & Evaluation in Higher Education*, *45*(3), 401–418. https://doi.org/10.1080/02602938.2019.1658714

Park, C. (2003). In other (people's) words: Plagiarism by university students-literature and lessons. *Assessment & Evaluation in Higher Education*, *28*(5), 471–488. https://doi.org/10.1080/02602930301677

Pecorari, D. (2006). Visible and occluded citation features in postgraduate second-language writing. *English for Specific Purposes*, *25*(1), 4–29. https://doi.org/10.1016/j.esp.2005.04.004

Pecorari, D. (2008). *Academic Writing and Plagiarism: A Linguistics Analysis*. A&C Black.

Pecorari, D. (2016). Plagiarism, international students, and the second-language writer. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 537–550). Springer.

Pecorari, D., & Petric, B. (2014). Plagiarism in second-language writing. *Language Teaching*, *47*(3), 269–302. https://doi.org/10.1017/S0261444814000056

Penketh, C., & Beaumont, C. (2014). Turnitin said it wasn't happy: Can the regulatory discourse of plagiarism detection operate as a change artefact for writing development? *Innovations in Education and Teaching International*, *51*(1), 95–104. https://doi.org/10.1080/14703297.2013.796721

Perkins, M., Gezgin, U.B., & Roe, J. (2018). Understanding the relationship between language ability and plagiarism in non-native English speaking business students. *Journal of Academic Ethics*, *16*(4), 317–328. https://doi.org/10.1007/s10805-018-9311-8

Phan, L.H. (2006). Plagiarism and overseas students: Stereotypes again? *ELT Journal*, *60*(1), 76–78. https://doi.org/10.1093/elt/cci085

Quah, C.H., Stewart, N., & Lee, J.W.C. (2012). Attitudes of business students toward plagiarism. *Journal of Academic Ethics*, *10*(3), 185–199. https://doi.org/10.1007/s10805-012-9157-4

Rathore, F., Fatima, N., & Mansoor, S. (2018). Combating scientific misconduct: The role of focused workshops in changing attitudes towards plagiarism. *Cureus*, *10*(5), e2698. https://doi.org/10.7759/cureus.2698

Robertson, M., Line, M., Jones, S., & Thomas, S. (2000). International students, learning environments and perceptions: A case study using the Delphi technique. *Higher Education Research & Development*, *19*(1), 89–102. https://doi.org/10.1080/07294360050020499

Scanlon, P.M. (2003). Student online plagiarism: How do we respond? *College Teaching*, *51*(4), 161–165. Retrieved from https://www.jstor.org/stable/27559159

Selemani, A., Chawinga, W., & Dube, G. (2018). Why do postgraduate students commit plagiarism? An empirical study. *International Journal for Educational Integrity*, *14*(1), 1–15. https://doi.org/10.1007/s40979-018-0029-6

Selwyn, N. (2008). Not necessarily a Bad Thing …: A Study of online plagiarism amongst undergraduate students. *Assessment & Evaluation in Higher Education*, *33*(5), 465–479. Retrieved from https://psycnet.apa.org/doi/10.1080/02602930701563104

Senders, S. (2009). Academic plagiarism and the limits of theft. In M. Vicinus, & C. Eisner (Eds.), *Originality, Imitation, And Plagiarism: Teaching Writing in The Digital Age* (pp. 195–207). University of Michigan Press.

Shang, H.-F. (2019). An investigation of plagiarism software use and awareness training on English as a foreign language (EFL) student. *Journal of Computing in Higher Education*, *31*(1), 105–120. https://doi.org/10.1007/s12528-018-9193-1

Shi, L. (2004). Textual borrowing in second-language writing. *Written Communication*, *21*(2), 171–200. https://doi.org/10.1177/0741088303262846

Singh, S., & Remenyi, D. (2016). Plagiarism and ghost-writing: The rise in academic misconduct. *South African Journal of Science*, *112*(5–6), 36–42. https://doi.org/10.17159/sajs.2016/20150300

Song-Turner, H. (2008). Plagiarism: Academic dishonesty or 'blind spot' of multicultural education? *The Australian Universities' Review*, *50*(2), 39–50.

Sousa-Silva, R. (2014). Investigating academic plagiarism: A forensic linguistics approach to plagiarism detection. *International Journal for Educational Integrity*, *10*(1), 31–41. https://doi.org/10.21913/IJEI.v10i1.932

Sousa-Silva, R. (2020). Plagiarism across languages and cultures: A (forensic) linguistic analysis. In R.K.S.D. Brunn (Ed.), *Handbook of The Changing World Language Map* (pp. 2325–2345). Springer Nature.

Stephens, J.M., Young, M.F., & Calabrese, T. (2007). Does moral judgment go offline when students are online? A comparative analysis of undergraduates' beliefs and behaviors related to conventional and digital cheating. *Ethics & Behavior*, *17*(3), 233–254. https://doi.org/10.1080/10508420701519197

Sun, X., & Hu, G. (2020). What do academics know and do about plagiarism? An interview study with Chinese university teachers of English. *Ethics & Behavior*, *30*(6), 459e479. https://doi.org/10.1080/10508422.2019.1633922

Sutherland-Smith, W. (2008). Students' perceptions of plagiarism. In W. Sutherland-Smith (Ed.), *Plagiarism: The Internet and Student Learning* (pp. 154–180). Taylor & Francis.

Sutherland-Smith, W. (2010). Retribution, deterrence and reform: The dilemmas of plagiarism management in universities. *Journal of Higher Education Policy and Management*, *32*(1), 5–16. https://doi.org/10.1080/13600800903440519

Valentine, K. (2006). Plagiarism as literacy practice: Recognizing and rethinking ethical binaries. *College Composition and Communication*, *58*(1), 89–109. Retrieved from https://www.jstor.org/stable/20456924

Walker, J. (2010). Measuring plagiarism: Researching what students do, not what they say. *Studies in Higher Education*, *35*(1), 41–59. https://doi.org/10.1080/03075070902912994

Weber-Wulff, D. (2014). False feathers: A perspective on academic plagiarism. *Springer Science & Business*.

Wheeler, G. (2009). Plagiarism in the Japanese universities: Truly a cultural matter? *Journal of Second Language Writing*, *18*(1), 17–29. https://doi.org/10.1016/j.jslw.2008.09.004

Whitley Jr., B.E., & Keith-Spiegel, P. (2012). *Academic dishonesty: An educator's guide*. Psychology Press.

William, B.T. (2007). Trust, betrayal, and authorship: Plagiarism and how we perceive students. *Journal of Adolescent and Adult Literacy*, *51*(4), 350–354. https://doi.org/10.1598/JAAL.51.4.6

Williams, J.B. (2003). Plagiarism: Deterrence, detection, and prevention. In J. Houston, & D. Whigham (Eds.), *The Handbook for Economics Lecturers* (pp. 1–20). University of Bristol.

Zhang, Y.H. (2016). *Against Plagiarism: A Guide for Editors and Authors*. Springer International Publishing. https://doi.org/10.1007/978-3-319-24160-9