

Research Article

EFL students' views, experiences, and expectations toward plagiarism practices in Indonesian higher education

Surahmat Agus Munandar^{a*}, Sahril Nur^b, Andi Asrifan^c, Hussain Hameed Mayuuf^d, Andi Anto Patak^b^a English Education Department, Graduate Program, Universitas Negeri Makassar, Makassar 90221, Indonesia^b English Department, Faculty of Languages and Literature, Universitas Negeri Makassar, Makassar, Indonesia^c Universitas Muhammadiyah Sidenreng Rappang, Indonesia^d University of Babylon, Iraq**Article Information****Abstract****Keywords:**

English as a Foreign Language (EFL)

Plagiarism practices

Academic integrity

Received 6 February 2023

Received in revised form 5 June 2023

Accepted 12 June 2023

doi: [10.33750/ijhi.v6i2.184](https://doi.org/10.33750/ijhi.v6i2.184)

This research investigates the English as a Foreign Language (EFL) students' views, experiences, and expectations toward plagiarism practices in Indonesian higher education. The researchers employed a qualitative method with a case study approach. Ten EFL students conveniently participated in this study. The data were obtained through semi-structured interviews. The data was analyzed using thematic analysis. This study showed that EFL students view plagiarism as an act of taking someone's idea, a bad habit, intentional and unintentional. EFL students' experience with plagiarism revealed that they committed plagiarism due to a lack of understanding and unfamiliarity with the plagiarism concept. Besides, the students reported being too lazy and less likely to read. EFL students expect to reduce plagiarism by being more active in reading and providing free workshop seminars, and lecturers must strictly apply the rules. Moreover, instilling self-motivation, receiving advice and feedback from the lecturer, understanding the definition of plagiarism, having the desire to read, enhancing personal awareness, doing Turnitin checker, using an application, and self-confidence were their expectations of reducing plagiarism practices.

© 2023 The Author(s). This is an open access article under Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license.

**1. Introduction**

Many professionals have studied the topic of plagiarism over the years. However, the actions taken thus far have merely recycled old strategies without yielding any new insights into how to combat the problem. The main issue with plagiarism in the past until now is a lack of awareness, writing skills, and academic integrity. Following those concerns, Sutherland-Smith (2005) stated that plagiarism can be considered a "Pandora's box," with the central issue of plagiarizing contained within the box. Plagiarism is using someone else's ideas, sentences, paragraphs, or other intellectual property

that is not common knowledge and must be cited appropriately (Harris 2001). If the sources are not cited correctly, it is considered plagiarism. Moreover, Sutherland-Smith (2005) mentioned that plagiarism is a transdisciplinary problem under the copyright umbrella of the law; legal disciplinary studies have contributed to the knowledge of how the notions of violation and punishment have been used for plagiarism.

Having less vigilance to plagiarism practice has been prohibited and forbidden. As a result, students who discover such complex assignments are more likely to commit dishonesty or cheat on their studies. In this case, it directs

* Corresponding author.

Email: surahmatagus98@gmail.com

students toward a criminal offense, which causes them to repeat that behavior (Patak et al., 2021). Henceforth, Patak et al. (2021) also defined the Indonesian plagiarism framework as following the remaining thesis layout or format without the proper guidelines. Thus, the primary objective of this research is to explore an understanding of the concept of plagiarism by investigating the English as a Foreign Language (EFL) students' views, experiences, and expectations of each individual at Institut Parahikma Indonesia (IPI), which may indicate a plagiarism occurrence.

Recognizing students' attitudes toward plagiarism is critical for educating and preventing students from plagiarizing (Comas & Sureda, 2008). Moreover, it is interesting to note that there is probably no solution to why people engage in that activity, despite plagiarism being a tremendously complicated subject. In addition, plagiarism has been connected to various variables, including an incomplete understanding of what constitutes plagiarism (Harris, 2001; Marshall & Garry, 2006). In response to these problems, students are expected to have a strong interest in reading to learn more and be more confident in their writing (Jack, 2008).

Student plagiarism has existed in academic settings, especially higher education (Park, 2003; Willen, 2004). It is common for lecturers to discover that students have copied and pasted parts of their work into their papers (Harris, 2001). When something like this occurs, the lecturers typically request the students to rework their assignments (Fa'iezah, 2009). In addition, university students may plagiarize to find convenient access for submitting their work to the lecturers. However, some students may have too much homework. While good grades are essential, they also may recognize that delivering original work is more important (Harris, 2001). Thus, Harris (2001) claims that students think that as long as they cite the owners' names consider that it is not plagiarism actions albeit, the fact that some students are unsure as to whether or not they have engaged in plagiarism (Harris, 2001; Hyland, 2001).

Following higher education in Indonesia, Patak et al. (2021) stated that academic integrity is established by the central government, which delegated that task to the Directorate of Higher Education. Therefore, to resolve the issue, the researchers highlight three main points. The first is EFL students' views on plagiarism practices, the second is the EFL students' experiences with plagiarism practices, and the third is the EFL students' expectations as crucially needed to find a way to solve and reduce plagiarism practices.

Furthermore, the researchers found that the differences in learning environments, including internet utilization, assessment practices, laziness, students' views, and prior experiences with plagiarism and academic writing skills, were all factors causing plagiarism. The previous findings may not accurately reflect the EFL students' views of the factors that lead them to plagiarize, which might affect the plagiarism practice in light of the EFL students' views, prior experience, and expectations toward plagiarism practices. Furthermore, by addressing the issues above, the researchers wanted to investigate the EFL students' views, experiences,

and expectations toward plagiarism occurrence in higher education.

2. Literature Review

2.1. The Definition of Plagiarism

Plagiarism is a subject that is taking the education field's attention because it is an enormous issue to be discussed and explored within academic areas. Sutherland-Smith, (2011) mentioned that plagiarism is frequently characterized as an act of dishonesty, sometimes also referred to as misconduct, in which the object in the form of words, ideas, artwork, computer programs, and the like is misappropriated or stolen by an individual from another individual or source. Similarly, Honig and Bedy (2012) illustrate that plagiarism is the act of imitating a word, sentence, idea, and understanding from others' work as their work without mentioning the original writing citation. In such cases, plagiarism is stealing another person's work in writing without giving the original information about the real author. Following the explanation above, plagiarism mainly occurs because of a lack of knowledge about the topic they wrote. Besides, students have poor awareness of appropriate citation standards, and supervisors have unfavorable attitudes toward these practices (Yugianingrum, 2008). Thus, those limitations directly prefer to use others' work as an alternative and convenient way. Finally, plagiarism, or cheating, is a fundamental issue in writing.

2.2. Types of Plagiarism

Plagiarism can be divided into two categories, namely, intentional Plagiarism and unintentional Plagiarism. Cheema et al. (2011) explained that intentional plagiarism is committing the plagiarism itself, even if the students consciously feel that it is mistaken or wrong. Nevertheless, unintentional plagiarism occurs because of someone's lack of knowledge, citing a site incorrectly, quoting, paraphrasing, and synthesizing someone's work. Upon following the sentences stated above, Rogerson and McCarthy (2017) mentioned that plagiarism has different types of forms, not only copying and pasting without adding the source site but also providing incomplete or wrong references (e.g., the unfair situation, the exact or actual author of the journals). The frequency of plagiarism occurrences also becomes the student's practical habit which might continuously occur in higher education (Lin & Wen, 2006).

2.3. Ways to Avoid Plagiarism

There are several strategies to prevent plagiarism in creative work. In this case, paraphrasing skills are one of the best ways to avoid plagiarism. However, the student needs extra practice and instruction when paraphrasing ideas appropriately (Jackson, 2006). The lecturers, government, stakeholders, academic community, and students' responsibility (Leo, 2010) controlled the terms for avoiding plagiarism in the Indonesian higher education context. Aside from explicitly knowing the definition and problems of plagiarism, every issue has a solution. Thus, there are several solutions or ways to avoid this practice of plagiarism.

Nevertheless, as explained earlier, plagiarism is an unethical act of stealing someone's idea, a serious problem that hinders academic development and, therefore, is essential for writers to avoid. Hence, avoiding plagiarism is something that should be studied further. In this regard, there are several ways to prevent plagiarism, such as using direct quotes, citations, writing plans, and paraphrasing.

2.4. Plagiarism in the Digital Era

Some studies revealed the drawback of plagiarism in the digital era. Rabahi (2020) mentioned that the students primarily utilized technology for cheating and plagiarism to finish their work. In addition, this study was conducted at Mascara and Saida universities in Algeria at the second-year Master's level with approximately 120 students. The focus of this study was to survey whether the students realize plagiarism with the utilization of information and technology within academic integrity. Therefore, the author of this study reported that integrity in the educational field could be applied if students were more actively using (ICT) in academic research.

Tran et al. (2018) reported a study on academic integrity in higher education in Vietnam with 977 students as the sample participants in this study. This study aimed to compare the plagiarism level between two universities using and without technology (e.g., similarity software). Therefore, the result indicated that the graduate student's plagiarism report was higher than the students at the university using the technology or software. The aspect that influences this accident on the students is a lack of citations on the internet.

Similarly, Patak and Tahir (2019) explained that the students' plagiarism might be intentional or unintentional. This research aims to explore student plagiarism by providing a specialized software called Mendeley to avoid plagiarism. Mendeley is a software application for citing references in scientific writing. This study used 4 Indonesian advisors as the participants to be interviewed. Therefore, the main reasons for plagiarism were laziness, limited time, and being busy. The author of this research also explained that citing and referencing using Mendeley involves several significant aspects for avoiding plagiarism, such as confirmation, justification, highlighting ideas, criticism, and argumentation. The utilization of Mendeley was expected to promote education in academic integrity or honesty as a practical tool. Thus, avoiding plagiarism is very important if the supervisor gives valuable feedback regarding the students' writing ability by providing a free seminar and workshop about academic writing to accomplish scientific research.

Using technology within the digital era may positively or negatively impact the students to commit plagiarism. Some universities have been trying to use technology in recent years to avoid plagiarism and promote academic integrity in educational sectors. Nonetheless, a negative aspect from students, academics, or teachers may occasionally impede intellectual achievement development. Even the practice of technology in this digital era significantly helps instructors or teachers work efficiently. For example, using Turnitin software for checking the level of plagiarism only takes a minute, and Mendeley for referencing and citing. Besides, a software application to automatically paraphrase writing

forms appeared called the QuillBot application. This software application is an online-based tool to paraphrase writing and grammar precisely to look expert and professional with just a copy and paste of the ideas, whether a long or short sentence (Williams & Davis, 2017).

2.5. Plagiarism in Higher Education in Indonesia

The phenomenon of plagiarism is not a new terminology within the academic educational field. Plagiarism also became the center of attention at higher education levels. Therefore, many researchers mentioned that plagiarism arises every day. For it, this case should be able to be prevented. According to Wibowo (2012), advancement, innovation, and creativity in Indonesia are hindered by plagiarism problems, which have also become a vital major from the perspective of academics. Wibowo also said that these issues had become a fundamental major.

However, some universities in higher education in Indonesia pay little attention to this fact, especially in English subjects (Cahyono, 2005). Consequently, the Indonesian government managed to try to address this issue in the early 2000s, as well as develop policies. Finally, in 2003, the Indonesian government declared a new act for the National Education System, number 20-year 2003 (Government of Republic of Indonesia, 2003). Hence, the regulation within these constitutions has a particular purpose and is applied to the educational system, including preventing plagiarism and imposing penalties; its principle is aimed at the sake of the educational system in the Indonesian nation. Akbar and Picard (2019) mention that the regulation's advancement suggests the Indonesian government pay more attention to higher education as the center of research and technology in Indonesia to prevent academic breaches that involve plagiarism within the academic field or institution.

2.6. Plagiarism Prevention under the Law

Plagiarism issues have occurred in the academic sector, which has caused considerable losses for the authors of their work, especially in writing. Despite being a significant issue in the educational setting, plagiarism is a problem not just for students but also for journalists, authors, teachers, public figures, and many others in the public eye (Park, 2003). Thus, to solve the issue, the Regulation of the Minister of National Education number 17, 2010 (Ministry of Education and Culture, 2010), as the Indonesian government's education ministry, provides the rules and policy in a written document that mentions information to follow and obey. This regulation clearly outlined the procedure on the issue of plagiarism under the law, including its prevention and penalties.

Following its prevention and sanctions under the law, chapters IV and IV outlined its regulation. Ministry of Education and Culture (2010) considered three rules in Article 6 explaining its prevention. These preventions are outlined that the head of higher education makes sure that the student code of ethics is followed, the head of higher education sets the style of scoping for each field of science, technology, and art that higher education works on, and makes sure it is used, and the head of higher education regularly distributes the student code of ethics to promote anti-plagiarism. On the other hand, its sanctions are

considered into seven sections in Chapter VI article 12. These sanctions would be reprimands, written warnings, delays in granting some student rights, cancellation of course grades obtained, honorable dismissal, dishonorable dismissal as student status, and diploma revocation if they graduated.

Furthermore, promoting the act of plagiarism about its prevention and punishment could assist students in knowing these existing rules. Besides, compliance with this regulation becomes mandatory to reduce academic breaches among students. In addition, avoiding plagiarism is essential for students in the academic sector. It also indicates that the lecturers succeed in leading their students to respect and promote academic integrity. However, implementing the rules about prevention and sanction may differ at each higher education institution. Consequently, each university provides its regulations under the law. Lastly, educating the students to use technology correctly with anti-plagiarism software could promote academic honesty (Bennett, 2005).

2.7. Academic Integrity and Academic Dishonesty

Academic integrity may sometimes be called academic honesty. Academic integrity is a set of principles or values that the entire students, staff, and researchers at the university are expected to follow that guideline. These principles aim to perform good academic practice at university. According to Peculea and Peculea (2020), academic integrity includes several principles for managing good behavior in education and research, such as following values, regulations, and norms. Following the directions above, those approaches were analyzed to develop academic integrity related to policy and supporting students learning (Bretag & Mahmud, 2016). However, Bretag (2016) stated that the definition of academic integrity is an ongoing and arguable debate among researchers of its complexity and multifaceted. In a more recent study, Cutri et al. (2021) mentioned that academic integrity is mainly based on the moral code of academia, and they also consider that academic integrity is acting along with fairness, trust, values of honesty, respect, and responsibility or duty in learning, teaching, and research.

Șchiopu-Constantin (2021) added that academic integrity is being discussed more and is gaining interest in the education sector, particularly among teachers who expect students to know from the beginning what academic integrity tends to mean, includes being honest when conducting a task and following the rules of being fair. In line with academic integrity, Eaton (2020) stated that within academic integrity, there is a freedom to talk about the value that refers to academic integrity, for example, interpreting the idea, and vision, as essential work in worthy research. Therefore, integrity occurs no matter the circumstances, which means the one who can stand up to fear, choose and believe in doing the right things according to the opinion (Arvaniris & Killiris, 2020). In addition, Patak et al. (2021) discussed the academic integrity of the Indonesian government for higher education. Ramzan et al. (2011) elaborated that stakeholders were the central control in the faculty and the academic staff facing academic misconduct related to plagiarism and cheating.

In contrast, academic dishonesty is different from academic integrity. Academic dishonesty can be categorized according to the student's violation (Peculea & Peculea,

2020). Peculea and Peculea (2020) also highlighted several categories of academic dishonesty, which can be grouped into three: Plagiarism, cheating, and dishonesty behavior. Similarly, Cutri et al. (2021) recently mentioned that academic dishonesty or misconduct was involved in students' behavior. Committing plagiarism, cheating, and research misconduct was contrary to academic integrity. In addition, Teixeira and Rocha (2010) stated that gender, age, academic level, the form of assessment, and cultural background were the aspects that influenced academic integrity or misconduct.

2.8. Previous Related Studies

Karim et al. (2009) investigated students' plagiarism instances in the interaction between online ethics and university students with five distinct personalities. There were 252 students as participants who were from three different academic faculty at Malaysia Public University. A survey and questionnaire were used to gather the data. This study concluded that there were three kinds of traits as follows the first was agreeableness, secondly conscientiousness, and thirdly emotion. Furthermore, this study research should design a computer curriculum, providing significant contributions, allowing education institutions, increasing relevant policy guides, and other organizations to use computers and the internet and recruitment exercises.

Gullifer and Tyson (2010) also focus on exploring the students' perceptions of plagiarism in a focus group study at an Australian University. The purpose of this study was to increase a good understanding of students related to plagiarism using a group discussion model and also explore the students' perceptions, opinions, and relationships about plagiarism as a group discussion with 41 students (25 females and 16 males) as participants at Australian Institute of Health and Welfare. This study used an interview schedule to provide overall direction and discussion. As the result of the data interview, the author utilizes thematic analysis and reveals six themes: confusion, seriousness, fear, perceived sanction, resentment, and consequent of their perception.

Orim et al. (2013) also focus on exploring Nigerian plagiarism among postgraduate students in the UK majoring in engineering master's degrees. This study aimed to contribute to the emerging issue of student plagiarism worldwide by exploring the plagiarism concept for Nigerian postgraduate students studying at Kingdom University. The participants of this study were 18 Nigerian students. The data were collected through semi-structured interviews and using thematic analysis to report the result. Finally, the development of this study mentioned six categories, such as lack of prior awareness, fear of the concept, understanding of the concept, the level of previous university concept, the institutional system of decreasing or mitigating plagiarism toward Nigerian universities, and the possibility of reducing the concept of Nigerian universities.

In another study, Kuntz and Butler (2014) also explored the students' plagiarism for the individual and contextual antecedent of attitude toward the acceptability of cheating plagiarism in New Zealand. With 324 students as participants, this study aimed to examine the tendency of individuals to contribute to plagiarism and the student's attitude toward

cheating. The author used a survey to acquire the data. Therefore, the result finding of this study explained that dishonest conduct and witness of misconduct toward the student's peer were both agents.

Goh (2015) also explored the extreme cases of plagiarism in tourism and hospitality. The purpose of this research was to continue the previous study and to explore the distinction between extreme plagiarism and minor plagiarism. However, the current research focuses on examining the severe plagiarism case. The participants in this study were 369 students. The author qualitatively described this research's findings and utilized the Turnitin tool for obtaining the data. Thus, the result indicated that the extreme plagiarism case was approximately 75% level as in Turnitin tools on their text match. Additionally, there were 11 students identified as having severe plagiarism. Lastly, the author identified six reasons students engage and commit plagiarism: personal problems, fear of failure, grade average demand, poor time management, lack of English, and citing a source.

Abdelkader and Amaria (2016) also explored Plagiarism in English teachers' perceptions at Algerian University. This study aimed to investigate the English teachers' perceptions according to the teachers' academic experiences to solve the issue of student plagiarism. The sample of this research was approximately 80, yet only 36 participants returned the questionnaire form. In addition, a questionnaire was used to collect the data. Therefore, the result defined that the English teacher at Algerian University believed in students toward plagiarism and had different reasons to plagiarize. Henceforth the aspects involve a lack of language and easy access to plagiarism.

Yeung et al. (2018) also explored the students' plagiarism behavior at junior secondary school. This study aimed to examine the junior secondary student's standard of academic integrity. There were 143 students as participants at school in Hongkong. The data was collected through interviews and a mixed method as the research design approaches involve quantitative and qualitative methods for data collection analysis. Therefore, this study found two main aspects influencing junior secondary school academic practice. The author mentions that the students lacked language abilities and had poor information literacy.

In the following study, Selemani et al. (2018) reported a survey of postgraduate students' knowledge about Plagiarism in Malawi with 87 graduate students and 30 academic staff at Mzuzu University as participants. The instrument of this study used a questionnaire and interview to obtain the data. This study found that the students had a theoretical knowledge of plagiarism intentionally or unintentionally of committing plagiarism, generally because of laziness, pressure for an excellent grade, low level in managing time, and less understanding of academic writing. Besides, there also some students admitted still lacking using quotation marks, summarizing, and lack of proper knowledge after paraphrasing. Furthermore, this study indicated that students caught plagiarizing is required to rewrite the plagiarized work as a form of warning.

Jereb et al. (2018) also explored the students' plagiarism at higher educational levels between men and women. This

study revealed the distinction between students' gender awareness toward plagiarism. There were 139 students, 85 males and 54 females as participants who were studying at the University of Maribor in Slovenia. The questionnaire was used in this study to obtain the data. The result of this study demonstrates that there was significant contrast between men and women in plagiarism awareness. The author also found out that there were two types of plagiarism among the students. First, the students who already identified or knew it do not consider it wrong behavior. Secondly, the students who realize plagiarism continue to trace it. Therefore, this study reported that the difference in plagiarism levels between gender was not set up yet.

Rets and Ilya (2018) described the students' plagiarism in academic writing contexts. This study aimed to elicit or obtain the ELT students' understanding of plagiarism by identifying mosaic and illegal Plagiarism at Sakarya University, Turkey. The participants were 32 second year who were enrolled in Education Department. The data were collected through interviews and questionnaires. The final result of this study reported that each student could define plagiarism; however, most of the students failed to identify plagiarism within the written text.

In a more recent study, Salik and Safitri (2019) explored the correlation between students' reading habits in plagiarism. This study focused on measuring the significant effect of the students' reading habits on plagiarism percentage to 33 students enrolled in the English Teacher Education Department. The questionnaire was used to obtain data on the students' reading habits, and Turnitin was utilized to reveal the student's plagiarism percentages. In addition, the SPSS program was used to analyze all the data. Thus, the result of the data indicated that reading habits had a low correlation with the students' plagiarism.

In addition, several previous related studies have explored plagiarism, gender, writing, and academic dishonesty. For example, du Rocher (2020) investigated an active learning strategy and self-efficacy toward students' attention control and attitude toward plagiarism. There are 107 women selected as the participants majoring in the psychology department at Goldsmiths University of London in America. This study examines the relationship between active learning strategies and self-efficacy to be applied. The author implemented a quantitative design and questionnaire to acquire the data. The result of this study indicated a negative attitude toward plagiarism. In addition, active learning strategies, self-efficacy, and learning values are strongly associated, and there are no relationships to attention control toward plagiarism. Consequently, active learning strategies and self-efficacy are strongly linked.

More recently, Patak et al. (2021) investigated the lecturers' view toward plagiarism in universities as professional lecturers in teaching English as Foreign Language (EFL) among students in South Sulawesi, Makassar, Indonesia. This study aimed to know the teachers' responses according to the teacher's views on Plagiarism in EFL students. There were ten lecturers the participated in this study who had experience of over 20 years of teaching. However, only eight lecturers managed to fulfill the criteria.

Additionally, the author gathered the data through a semi-structured interview. From here on out, it was qualitatively characterized and segmented depending on the themes that emerged from the analysis. Therefore, this study showed that the student committed plagiarism or fraud because of three main aspects: a lack of writing, the Internet, and assessment practice.

3. Method

3.1. Research Design

This research employed a qualitative research method with a case study design. The researchers utilized this design to investigate the EFL students' views, experiences, and expectations of plagiarism practices at Institut Parahikma Indonesia. A case study design also allowed the researcher to probe the qualitative data of the previous researcher had left out.

3.2. Research Subjects

The current research occurred at Institut Parahikma Indonesia in English education students' faculty academic year 2021/2022. The total subject of this research consisted of ten EFL students. In addition, the researchers employed convenience sampling to select the participants easily and quickly. As a result, it is highly recommended because the ease of participation was determined by the research subject's availability rather than any specific criteria (Etikan et al., 2015). Besides, as an ethical issue, pseudonyms were employed to protect the EFL students' privacy when describing their thoughts with plagiarism practice. According to Allen and Wiles (2016), pseudonymization was a rule and convention of research practice established in consent forms protocols and ethical guidelines.

3.2. Data Collection

This study employed a semi-structured interview technique. The interview was in Indonesian and recorded using an audio recorder with the consent of each participant. After completing the procedure, the researchers extracted the data of the interview and translated it into English. There were two main stages in collecting this data. First, all participants were contacted and asked about their availability. Second, participants can be interviewed conveniently according to their wishes. Following the total number of the list questions, the example of the interview questions was as follows:

- What are your perceptions about plagiarism practice?
- Do you think it is important to know the aspects that cause plagiarism occurrence?

3.3. Data Analysis

This research analyzed the data using thematic analysis. Braun and Clarke (2006) explained that thematic analysis was a technique for detecting, evaluating, and reporting data patterns (themes). Besides, thematic analysis was the method most commonly used in qualitative research concepts to examine the participants' replies (Braun and Clarke, 2006; Guest et al., 2011). The audio interview recording files were transcribed, and thematic analysis was performed, with the data then labeled as themes. This research identified three

items, the EFL students' views toward plagiarism practices, the EFL students' experiences with plagiarism practices, and the EFL students' expectations in reducing plagiarism in an Indonesian higher education context.

4. Results

4.1. The EFL Students' Views on Plagiarism

Considering the interview, the EFL students mentioned similar perceptions about plagiarism. The 'EFL students' views on plagiarism practice' theme are labeled as such because they classified it as taking someone else's idea, a bad habit, intentional or unintentional, as their view. The evidence for this theme is divided into three subthemes, which are explained in more depth below.

4.1.1. Taking someone's idea

In the interview, the first Lisa (pseudonym) mentioned plagiarism is a good thing in the academic sector because it makes someone aware that plagiarism is strictly forbidden and exists in academic sectors.

"A very good thing for educational circles, why do I say that, because in my opinion with this, plagiarism acts, people do not copy people's work or do not take other people's work at will." (Extract interview, EFL students 1)

Kate (pseudonym) also mentioned plagiarism as taking an idea from someone and stating it as his idea without putting or adding the source cite it belongs.

"My opinion about plagiarism is that you copy other people's work and make it your own." (Extract interview, EFL students 6)

Another EFL student responded that plagiarism occurs because the students are too lazy to think. Laziness seems to be a crucial habit for students in this era; they only believe submitting their assignments is more important. Consequently, a lazy student will copy and paste someone's idea.

"My opinion about plagiarism is someone else's copy-paste, so if I am lazy, I want to think, so I will just take what someone already has." (Extract interview, EFL students 8)

In addition, the EFL student describes plagiarism as taking an idea from someone without including the author's name. Thus, EFL students interpret plagiarism as taking or stealing someone's idea without giving credit.

"In my opinion, plagiarism is if, for example, a new person's idea is taken, and their name is not included, that is plagiarism." (Extract interview, EFL students 10)

4.1.2. Bad habit

Other EFL students reported plagiarism as a bad habit or activity among students. Moreover, EFL students also mentioned that there are positive and negative impacts of plagiarism. It seems that if the students are getting used to committing plagiarism, it is not a good habit for them to be aware of it.

"So, in my opinion, the practice of plagiarism is an action that is not good in my opinion or a bad habit or destructive activity, especially for students." (Extract interview, EFL students 2)

4.1.3. Intentional and unintentional

Jiso (pseudonym) mentioned that plagiarism is an act of someone intentionally or unintentionally taking an idea, for example, quoting and referencing without adding the source site.

"In my opinion, plagiarism is an act that is done either intentionally or unintentionally." (Extract interview, EFL students 3)

4.2. The EFL Students' Experiences with Plagiarism Practices

The 'EFL students' experience with plagiarism practice' is another factor that causes EFL students to alternatively commit plagiarism as a convenient way to assist the students when they deal with their assignments. EFL students' overall experience with plagiarism was a lack of information about plagiarism when they were still at the junior and senior high school education levels. Consequently, copying and pasting was not a popular idea among the students. In addition, the information for this theme is divided into five subthemes, described in depth below.

4.2.1. School education level experiences impact

From the interview, three of the ten EFL students had a similar experience with plagiarism in junior high and high school. Besides, one of the EFL students mentioned that when she was about to work on her paper assignments, they would directly plagiarize the text written to develop an idea. Despite committing plagiarism, it is suitable for the student as long as they know the rules and penalties for plagiarism. So, it depends on the student's experience and habits at school. If they properly support and encourage knowledge about plagiarism, that factor will help them figure out how to put their ideas together, especially when it comes to plagiarism in writing. So, the teacher also must encourage and guide the students to promote and respect academic honesty before the students enter the university or higher education level.

"My experience is when I was in junior high school until now, when I was asked to make a paper or article, I used to do plagiarism because by doing plagiarism, I could develop my thoughts." (Extract interview, EFL students 2)

Similarly, Jiso (pseudonym), as an EFL student, mentioned that her experience related to plagiarism practices was also at the junior and high school education level. As with the previous EFL students, when working on a paper assignment, she directly takes a definition and references from wherever they are, but then she does not know it was someone's idea. In this case, EFL students seemed to lack knowledge about plagiarism and no information about its rules.

"In my experience, I have experienced when I was in high school or junior high school where like making a paper, I only took definitions or references from outside, but I did not include that this was someone else's." (Extract interview, EFL students 3)

Likewise, Sandrina (pseudonym) from the interview also said that her experience with plagiarism was when Sandrina in junior and high school. Nevertheless, she never found a piece of information that plagiarism existed, and Sandrina

mentioned that she had just known information about plagiarism when becoming a university student. Aside from a lack of knowledge about plagiarism, she has recently discovered that copying someone else's work is also a form of plagiarism.

"Experience, if from junior high school to high school, I never knew the name plagiarism when I entered university, I just knew that there was this knowledge called plagiarism, we could not just plagiarize people's writing." (Extract interview, EFL students 7)

4.2.2. lack of acquiring ideas

Following the EFL students' answers in the interview, Sasha's (pseudonym) experience with plagiarism was for acquiring ideas from the journal she had read. However, she finds it challenging to formulate her ideas into writing. Nonetheless, seeing the current condition supports students to make anything easier with the advancement of technology. Moreover, this technology provides freedom and discretion to students in exploring, especially in practical plagiarism, intending to reduce plagiarism. As a final result, EFL students still lack acquiring ideas from their experience of committing plagiarism.

"If in my experience, I might get some ideas from the journals I read, but it is hard to rephrase them, but now it is more sophisticated, so I can explore more to reduce plagiarism." (Extract interview, EFL students 4)

4.2.3. Copy and paste

Another EFL student's experience with plagiarism practice was copying and pasting ideas from a journal. As an EFL student, Sasha (pseudonym) expressed her experience that she still usually copies and pastes ideas when dealing with her paper assignments.

"My personal experience in making papers is that I usually still like to copy from people's journals." (Extract interview, EFL students 5)

The same experiences also come from Flavio, an EFL student. Flavio described her experience with plagiarism and how, when asked to work on her papers, she became too lazy to think and read if the task was too difficult to complete. Alternatively, she goes to Google to find a journal that matches her papers and then copies and pastes the available ideas. Finally, if the assignment is checked for plagiarism detection, and the percentage level is higher than the limit, which has been verified as plagiarism.

"My experience of plagiarism is that if I work on assignments and you are told to make a paper, you are told to look for material, I cannot think, you are lazy, and you also read, that is also the obstacle, so I just copy it on google or what in journals, often anyway, if the Turnitin, well, the percentage is high." (Extract interview, EFL students 8)

4.2.4. Working on research proposal

In the interview with EFL students', Lisa (pseudonym) explained her experience during working on her research proposal. Lisa also expressed that her experience checking out her plagiarism level using the Turnitin application was not suitable enough to reach the target presentation because it is

still high. Fortunately, it has already fulfilled the terms the university provided. Nevertheless, the lecturers asked her to decrease the percentage level.

"If it is about plagiarism, my experience is the last, right now I am preparing a thesis proposal too, so my previous experience was, I checked the Turnitin in my study program, and the result was 33% and it was quite high, still high but it has passed the standard of my campus, but it still needs to be reduced, the lecturer said." (Extract interview, EFL students 1)

In line with Lisa in the interview, Kate (pseudonym) also talked about her experiences with plagiarism; when she asked to work on her paper, neither the research proposal nor the plagiarism of results were addressed. Kate was lazy because she could use the internet to copy ideas similar to her title in the research proposal.

"Yes, recently I was told to make a proposal, and yes, there are usually lazy and easy ones like earlier that the internet makes it easier for us to plagiarize people's work. That is why there is more plagiarism of people's work that matches the title of my thesis, and I give it in." (Extract interview, EFL students 6)

4.3. The EFL Students' Expectations of Reducing Plagiarism

The "EFL students' expectation of reducing plagiarism" theme was named after EFL students who identified themselves as respondents who expected to reduce plagiarism practices. Those subthemes include EFL students' plagiarism awareness, EFL students should be more active in reading, and lecturers should be strict in applying the rules. Moreover, the data information for this theme is organized into four subthemes, as mentioned. Therefore, the detailed data was explicitly explored in the following analysis.

4.3.1. EFL students' plagiarism awareness

From the interview results, Lisa (pseudonym) explained her expectation to reduce plagiarism by raising awareness and making her more skilled at writing. She also hopes this awareness could allow her to publish journals that can penetrate international publishers such as Scopus.

"I hope that by reducing plagiarism, my work can, for example, reach the international Scopus journal so that, hopefully, plagiarism awareness can help our writing can indeed be better." (Extract interview, EFL students 1)

4.3.2. EFL students should be more active in reading

Regarding the data interview, five of the ten EFL students expected a similar perception that the more the EFL students are active in reading, the easier it is to reduce plagiarism practice. Thus, Rose (pseudonym) expected herself as a student to read various references to prevent plagiarism. She believes that knowledge comes from good reading habits and diligence. In addition to promoting self-awareness, frequent reading was essential to reducing plagiarism rather than taking someone's idea arbitrarily and continuously.

"Okay, so in my opinion, we as students should be more active in reading various kinds of references because everything comes from ourselves. So, how long do we want to imitate the work or results of others. So, the point is that we must instill awareness in ourselves that we must always read and read and read." (Extract interview, EFL students 2)

Supporting Rose's (pseudonym) above, Sasha also agrees that being more active in reading could provide her with new vocabulary, which can be applied in writing academic to be more creative in formulating the sentence idea.

"Maybe by often reading a lot because from there, we can get new vocabulary words that we can use to write, so there is no shortage of words." (Extract interview, EFL students 5)

A similar expectation also comes from Sandrina (pseudonym) that frequently reading was the key to reducing plagiarism practice and learning to paraphrase as well as the following essential factor.

"The key is much reading, many references we know, and then learning to paraphrase." (Extract interview, EFL students 7)

In line with the three EFL students' statements of their expectations to reduce plagiarism practice above, Flavio (pseudonym) also expected that being active by reading more, googling, and searching would enrich her knowledge and help develop her mindset.

"My expectation about this to be reduced is that you must be diligent in reading, googling searching so that much knowledge can develop your mind the way you think." (Extract interview, EFL students 7)

Following Rose, Sasha, Sandrina, and Flavio Kate (pseudonym) also expected that reading more references and communicating more with classmates, such as sharing sessions about the obstacles they face each other, may reduce the occurrence of plagiarism.

"If from me, maybe I communicate more with friends by sharing sessions like that, sharing about the obstacles, and reading more references." (Extract interview, EFL students 6)

Drawing upon the EFL students' expectation to reduce the occurrence of plagiarism, Momo (pseudonym) correlated that being more diligent and creative could assist in reducing the potential for plagiarism practice.

"I hope to think more to reduce my laziness and increase my ideas so I can develop them again." (Extract interview, EFL students 4)

4.3.3. Providing a free workshop about plagiarism

In the interview, Jiso (pseudonym) assumed that the school and university must provide a free seminar about plagiarism topics before beginning to study to help students be aware and identify which actions were classified as plagiarism.

"I think it would be nice to have a workshop on plagiarism at the beginning of school before entering the university because then we know that what we have done so far is included in plagiarism." (Extract interview, EFL students 4)

4.3.4. Lecturers should be strict in applying the rules

In the interview, Aqela (a pseudonym) expected to reduce plagiarism by asking the lecturers to strictly apply class rules when assigning such tasks so that students would not take them arbitrarily or lightly.

"For example, in my opinion, if the lecturer gives assignments, the rules must be strict so that students do not take them for granted." (Extract interview, EFL students 10)

5. Discussion

After presenting the data display of the research findings thematically, the respondents commented on their unique thoughts on the issue, and the results are now in the discussion phase. In this part, the discussion reveals the explanation of the findings related to the EFL students' views and experiences with plagiarism practice in Indonesian higher education. In line with the results, the researchers discussed the data analysis from the research questions within this section. Therefore, the discussion is about further expanding the research data displayed in the finding according to three research questions and the overarching themes previously outlined.

5.1. The EFL Students' Views on Plagiarism

Based on EFL students' feedback, the findings of the current study revealed that the EFL students' views on plagiarism practice as taking someone's idea and stating it as their idea without including the original source cited and the author's name; this aligns with Honig and Bedy's (2012) research. In the current study, EFL students commented that bad habits or bad activity are their views on plagiarism practice. They mentioned that getting used to commit with plagiarism has positive and negative impacts, making students unaware of plagiarism as a bad habit. Moreover, EFL students' bad habits as their personal attitudes arise in academic sectors considering plagiarism practice (Gullifer & Tyson, 2010).

Another EFL student's views on plagiarism practice were intentional and unintentional. EFL students view plagiarism as an act of someone, whether intentional or unintentional, to take an idea consciously without adding the original citation, as the theory supported by (Cheema et al., 2011). In their research, Patak and Tahir (2019) also said students' plagiarism could be done intentionally or by accident. As a result, EFL students may become aware of their acts of plagiarism, but they are too lazy.

5.2. The EFL Students' Experiences with Plagiarism Practices

The experience of EFL students with plagiarism practice' is another factor that could be explored to identify the factors that cause EFL students to alternatively commit plagiarism as a convenient way to assist the students when they deal with their assignments. EFL students' overall experience with plagiarism was a lack of information about plagiarism when they were still at the junior and senior high school of their education levels. Based on EFL students' experience, working on paper presentations by plagiarizing ideas becomes their convenient way to develop thoughts. Hence, A gap still exists in the students' experience with plagiarism (Brimble & Stevenson-Clarke, 2005). Besides, EFL students talked about their experience of taking ideas from several resources by copying and pasting the definitions they needed without realizing they were leading to plagiarism. While some of them never knew or heard about plagiarism context in their previous school. Therefore, the terms for avoiding plagiarism, especially in the Indonesian context, require the academic system's responsibility (Leo 2010).

Acquiring ideas through plagiarism has also become an EFL student experience. They spoke about the process of obtaining ideas from the journal was helpful. However, they find it challenging to rephrase those ideas into written text. Therefore, engaging EFL students in extra training practice in paraphrasing is crucial (Jackson 2006). EFL students talked about their experiences of copying and pasting ideas when they deal with paper assignments, which is problematic. The main reason copies and pasting text habit is a lack of desire to read and think.

As a result, they jumped into Google to find a similar model assignment. Besides, EFL students also reported that their experience with plagiarism was such a good experience because they never got caught by the lecturers when committing plagiarism. Somehow, several students seemed clever to get unnoticed in plagiarism. This kind of case may lead to more plagiarism among the students. Hence, Bennett (2005) suggested that lecturers use anti-plagiarism guidelines. Also, EFL students reported their experience when working on their result proposal. They were suffering from a plagiarism checker, neither the research proposal nor the plagiarism of results. However, some underestimate the proposal writing process because they are lazy and can use the internet as the best alternative to completing it.

5.3. The EFL Students' Expectations of Reducing Plagiarism

Based on EFL students' feedback, the researchers found some expectations that EFL students thought of as suggestions and reflections to reduce plagiarism practices effectively. First, they mentioned that problems with plagiarism have arisen since the students have a low awareness of plagiarism. However, some students are unsure whether they have plagiarized (Harris, 2001; Hyland, 2001). Besides, the students could also find an easy way to commit plagiarism. Harris (2001) also discovered that students who believe that citing the owners' names is not plagiarism. Hence, the issue of plagiarism has always been a worry (Sutherland-Smith 2005). Therefore, it is crucial to expect the students to be self-aware to reduce plagiarism. Plagiarism mainly occurs due to a lack of awareness (Fa'iezah, 2009).

The finding showed that EFL students believed that being more active in reading could reduce plagiarism as they expected that reading various references could prevent plagiarism. They also believed that knowledge comes from good reading habits and diligence; this aligns with Jack's (2008) research. The EFL students also mentioned that being more active in reading could help them acquire new vocabulary, which is helpful when writing and formulating ideas. They also mentioned their expectation to reduce plagiarism through proofreading sessions and communication with classmates to reduce plagiarism, in addition to learning how to paraphrase appropriately. Hence, drawing upon the EFL students' expectation to reduce the occurrence of plagiarism can be correlated with being more diligent and creative could assist in reducing the potential for plagiarism practice.

The EFL students in the findings mentioned that providing a free workshop seminar about plagiarism before entering the university could help students determine whether or not they

commit plagiarism because some of them cannot identify which action has led to plagiarism. Nonetheless, some students are confused if they have plagiarized (Harris, 2001; Hyland, 2001). Interestingly, Jereb et al. (2018) found two categories of student behavior within plagiarism. The first is the student who could identify that plagiarism was wrong behavior, and the second is the student who is aware of their action yet continues to trace it. Therefore, avoiding plagiarism is very important if the supervisor gives valuable feedback regarding the students' writing ability and provides a free seminar and workshop about academic writing to accomplish scientific research by avoiding plagiarism (Patak & Tahir 2019). In addition, EFL students also mentioned that the lecturers should be strict in applying the rules about plagiarism. However, it is common for lecturers to sometimes request students to rewrite their work when they discover students who have committed plagiarism (Harris, 2001; Fai'iezah, 2009). In this case, by promoting academic integrity, Cutri et al. (2021) mentioned that academic integrity is based on the moral code of academia, and they also consider that academic integrity is acting along with fairness, trust, values of honesty, respect, and responsibility or duty in learning, and teaching. Therefore, stakeholders were the main control in the faculty and the academic staff facing academic misconduct related to plagiarism and cheating (Ramzan et al., 2011).

6. Conclusion

EFL students' views on plagiarism practice in the Indonesian higher education context revealed several facts. Thus, plagiarism is taking someone's idea and claiming it as their work without including the source cited or the author's name. Besides, plagiarism is a bad habit because of its negative impact. EFL students also considered plagiarism to be intentional or unintentional. Furthermore, EFL students face several aspects that influence their decision to commit plagiarism, such as internet effects and a lack of information about plagiarism, which has its own set of rules under the law.

Concerning the EFL students' experience with plagiarism, some factors reveal their experience related to plagiarism occurrence. The main factors were a lack of information about plagiarism when they were still at school. Thus, they were unfamiliar with the plagiarism concept. As a result, they are unaware when taking someone's idea, including unethical practices. Additionally, focus on EFL students' experiences when attempting to copy and paste ideas, as their practical habits influence their desire to read, and finally, they become lazy. The EFL students also acquire positive and negative experiences with plagiarism.

Related to the EFL students' expectations to reduce plagiarism practice, they believed that being more active in reading could reduce plagiarism occurrence as they realized that knowledge comes from reading habits and diligence. Moreover, the EFL students categorize providing a free workshop seminar about plagiarism as their expectation to reduce it. Besides, the lecturers should be strict in applying their rules in class.

References

- Abdelkader, M., & Amaria, M. (2016). Exploring the English language teachers' perceptions of Plagiarism: The case of Algerian Universities. *Revue de Traduction et Langues* Volume, 15(1), 87-96.
- Akbar, A., & Picard, M. (2019). Understanding plagiarism in Indonesia from the lens of plagiarism policy: lessons for universities. *International Journal for Educational Integrity*, 15(7), 1-17. doi:<https://doi.org/10.1007/s40979-019-0044-2>
- Allen, R. E., & Wiles, J. L. (2016). rose by any other name: Participants choosing research pseudonyms. *Qualitative Research in Psychology*, 13(2), 149-165.
- Arvaniris, A., & Killiris, K. (2020). Consistency and Moral Integrity: A Self-Determination Theory Perspective. *Journal of Moral Education*, 49(3), 316-329. doi:DOI: 10.1080/03057240.2019.1695589
- Bennett, R. (2005). Factors associated with student plagiarism in a post-1992 university. *Assessment & Evaluation in Higher Education*, 30(2), 137-162.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. doi:<https://doi.org/10.1191/1478088706qp063oa>
- Bretag, T. (2016). Educational Integrity in Australia. In: Bretag, T. Springer, Singapore: *Handbook of Academic Integrity*. doi: https://doi.org/10.1007/978-981-287-098-8_2
- Bretag, T., & Mahmud, S. (2016). A conceptual framework for implementing exemplary academic integrity policy in Australian higher education. *Handbook of academic integrity*, 463-480.
- Brimble, M., & Stevenson-Clarke, P. (2005). Perceptions of the prevalence and seriousness of academic dishonesty in Australian universities. *The Australian Educational*, 32(3), 19-44.
- Cahyono, B.Y. (2005), "How Australian and Indonesian Universities Treat Plagiarism: A Comparative Study", *Jurnal Ilmu Pendidikan*, Vol. 12 No. 3.
- Cheema, Z. A., Mahmood, S. T., Mahmood, A., & Shah, M. A. (2011). Conceptual awareness of research scholars about plagiarism at higher education level: Intellectual property right and patent. *International Journal of Academic Research*, 3(1).
- Comas, R., & Sureda, J. (2008). Academic cyberplagiarism: Tracing the causes to reach solutions. *Digithum*. Retrieved from http://www.uoc.edu/digithum/10/dt/eng/comas_sureda.pdf. Accessed 29 Aug 2010
- Cutri, J., Abraham, A., Karlina, Y., Patel, S. V., Moharami, M., Zeng, S., & Pretorius, L. (2021). Academic integrity at doctoral level: the influence of the imposter phenomenon and cultural differences on academic writing. *International Journal for Educational Integrity*, 17(1), 1-16. doi:<https://doi.org/10.1007/s40979-021-00074-w>
- du Rocher, A. R. (2020). Active learning strategies and academic self-efficacy relate to both attentional control and attitudes towards plagiarism. *Active Learning in Higher Education*, 21(3), 203-216. doi:<https://doi.org/10.1177/1469787418765515>
- Eaton, S. E. (2020). *Academic Integrity: A Systems Approach to Address Contract Cheating / Integridad Académica: Un enfoque de sistemas para enfrentar la compraventa de trabajo académico* (8th ed.). conference paper pp.
- Etikan, I., Mubah, A. S., & Alkasim, R. S. (2015). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-5.
- Fa'iezah, L. U. (2009). Gender differences in plagiarism attitudes among Indonesian university students in Perth Australia. *Journal of Education*, 1(2).
- Goh, E. (2015). Exploring underlying motivations behind extreme cases of plagiarism in tourism and hospitality education. *Journal of Hospitality & Tourism Education*, 27(2), 80-84.
- Government of Republic of Indonesia. (2003). Act of the Republic of Indonesia Number 20, Year 2003 on National Education System (Issue 20, pp. 1-58).
- Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*. Sage publications.
- Gullifer, J., & Tyson, G. (2010). Exploring university students' perceptions of Plagiarism: A focus group study. *Studies in Higher Education*, 35(4), 463-481.
- Harris, R. A. (2001). *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism*. United States of America: Pycszak Publishing.

- Honig, B., & Bedi, A. (2012). The fox in the house: a critical examination of plagiarism among members of the academy of management. *Academy of Management Learning & Education*, 11(1), 101-123.
- Hyland, F. (2001). Dealing with Plagiarism when Giving Feedback. *ELT Journal*, 55(4), 375-381.
- Jack, S. (2008). The habit of reading and its advantages-why you should develop Habit of Regular Reading. *International Journal Education Science*.
- Jackson, P.A. (2006). "Plagiarism Instruction Online: Assessing Undergraduate Students' Ability to Avoid Plagiarism", *College Research Libraries, Association of College & Research Libraries*, Vol. 67 No. 5, pp. 418-428.
- Jereb, E., Urh, M., Jerebic, J., & Šprajc, P. (2018). Gender differences and the awareness of plagiarism in higher education. *Social Psychology of Education*, 21(2), 409-426. doi:<https://doi.org/10.1007/s11218-017-9421-y>.
- Karim, N. A., Zamzuri, N. A., & Nor, Y. M. (2009). Exploring the relationship between Internet ethics in university students and the big five model of personality. *Computers & Education*, 53(1), 86-93.
- Kuntz, J. R., & Butler, C. (2014). Exploring individual and contextual antecedents of attitudes toward the acceptability of cheating and plagiarism. *Ethics & Behavior*, 24(6), 478-494.
- Leo, S. (2010). "Preventing Plagiarism around Our Campus in Indonesia", TEFLIN, Bandung.
- Lin, C. H. S., & Wen, L. Y. M. (2007). Academic dishonesty in higher education—a nationwide study in Taiwan. *Higher Education*, 54, 85-97.
- Marshall, S., & Garry, M. (2006). NESB and ESB students' attitudes and perceptions of plagiarism. *International Journal of Educational Integrity*, 2(1), 26-37.
- Ministry of Education and Culture. (2010). Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 17 Tahun 2010 tentang Pencegahan dan Penanggulangan Plagiat di Perguruan Tinggi [Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2010 concerning Prev. <https://peraturan.bpk.go.id/Home/Details/163898/permendikbud-no-17-tahun-2010>
- Okada, A., Whitelock, D., Holmes, W., & Edwards, C. (2019). e-Authentication for online assessment: A mixed-method study. *British Journal of Educational Technology*, 50(2), 861-875. doi:<https://doi.org/10.1111/bjet.12608>
- Orim, S. I., Davies, J. W., Borg, E., & Glendinning, I. (2013). Exploring Nigerian postgraduate students' experience of Plagiarism: A phenomenographic case study. *International Journal for Educational Integrity*, 9(1).
- Park, C. (2003). In other (people's) words: Plagiarism by university students' literature and lessons. *Assessment and Evaluation in Higher Education*, 28(5), 471-488.
- Patak, A. A., & Tahir, M. (2019). Avoiding Plagiarism Using Mendeley in Indonesian Higher Education Setting. *International Journal of Evaluation and Research in Education*, 8(4), 686-692. doi:<https://doi.org/10.11591/ijere.v8i4.20268>
- Patak, A. A., Wirawan, H., Abduh, A., Hidayat, R., Iskandar, I., & Dirawan, D. G. (2021, 12). Teaching English as a Foreign Language in Indonesia: University Lecturers' Views on Plagiarism. *Journal of Academic Ethics*, 19(4), 571-587. doi:<https://doi.org/10.1007/s10805-020-09385-y>
- Peculea, L., & Peculea, A. (2020). Exploring the Perceptions of First-Year Engineering Students on Academic Dishonesty. *Journal of Educational Sciences*, 21, 35-45. doi:DOI: 10.35923/JES.2020.1.03
- Rabahi, H. (2020). The Use of Information and Communication Technology in Academic Research: Is it possible to Realize Academic Integrity? *Arab World English Journal (AWEJ)*, 10, 88-100. doi:DOI: <https://dx.doi.org/10.24093/awej/vol10no4.7>
- Ramzan, M., Munir, M. A., Siddique, N., & Asif, M. (2011). "Awareness about plagiarism amongst university students". Higher education, available at. doi:<https://doi.org/10.1007/s10734-011-9481-4>
- Rets, I., & Ilya, A. (2018). Eliciting ELT Students' Understanding of Plagiarism in Academic Writing. *Eurasian Journal of Applied Linguistics*, 4(2), 193-211. doi:DOI: 10.32601/ejal.464115
- Rogerson, A. M., & McCarthy, G. (2017). Using Internet-based paraphrasing tools: Original work, patchwriting or facilitated plagiarism? *International Journal for Educational Integrity*, 13(1), 2. doi:<https://doi.org/10.1007/s40979-016-0013-y>
- Salik, M., & Safitri, N. I. (2019). Students' committing plagiarism and readingHabit; exploring possible relationship. *Advances in Social Science, Education and Humanities Research*, 434.
- Șchiopu-Constantin, F. G. (2021). Academic Integrity–Plagiarism and the Impact on Students' Work. *Journal of Educational Studies*, 3(2), 82-98.
- Selemani, A., Chawinga, W. D., & Dube, G. (2018). Why do postgraduate students commit plagiarism? An empirical study. *Int J Educ Integr*, 14(7). doi:<https://doi.org/10.1007/s40979-018-0029-6>
- Sutherland-Smith, W. (2005). Pandora's box: academic perceptions of student plagiarism in writing. *Journal of English for Academic Purposes*, 4(1), 83-95. doi:<https://doi.org/10.1016/j.jeap.2004.07.007>
- Sutherland-Smith, W. (2011). Crime and punishment: An analysis of university plagiarism policies.
- Teixeira, A., & Rocha, M. (2010). Cheating by economics and business undergraduate students: an exploratory international assessment. *Higher Education*, 59(6), 663-701.
- Tran, U. T., Huynh, T., & Nguyen, H. T. (2018). Academic Integrity in Higher Education: The Case of Plagiarism of Graduation Reports by Undergraduate Seniors in Vietnam. *J Acad Ethics*, 16, 61-69. doi:<https://doi.org/10.1007/s10805-017-9279-9>
- Wibowo, A. (2012). Mencegah dan menanggulangi plagiarisme di dunia pendidikan. *Jurnal Kesehatan Masyarakat Nasional*, 6(5), 198-200.
- Willen, M. (2004). Reflections on the Cultural Climate of Plagiarism. *Liberal Education*, 90(4), 55-58.
- Williams, K., & Davis, M. (2017). Referencing and understanding plagiarism. Bloomsbury Publishing.
- Yeung, A. W., Chu, C. L., Chu, S. W., & Fung, C. W. (2018). Exploring junior secondary students' plagiarism behavior. *Journal of Librarianship and Information Science*, 50(4), 361-373. doi:<https://doi.org/10.1177/0961000616666625>
- Yugianingrum. (2008). "Citations and Citing Behaviors in EFL Undergraduate Theses", *Educationist*, Vol. II No. 2, pp. 74-85.