

## ACADEMIC SKILLS GUIDANCE EFFORTS TO REDUCE PLAGIARISM ACT IN STUDENT WRITING IN THE DIGITAL AGE AT KRISNADWIPAYANA UNIVERSITY – JAKARTA

Gunawan Widjaja

Universitas Krisnadwipayana, Indonesia. Email: [widjaja\\_gunawan@yahoo.com](mailto:widjaja_gunawan@yahoo.com)

### ABSTRACT

*This article aimed to interview seven academics related to academic skill instructions to reduce student plagiarism in academic writing in the digital era. To complete the data, we have conducted a series of data searches, the first being an electronic search for data on several publications and literature related to the theme of this study and interviewing seven academics to ask for their views on the guidance and training provided to students at the Krisnadwipayana university in Jakarta. After the data has been collected both in the literature and the results of interviews, we then enter into data analysis under the phenomenological approach, namely an attempt to understand something phenomenal among the existing data so that we can conclude the results as valid findings. Based on the search for data and the results of interviews, we can conclude that academic efforts at the University of Jakarta in combating plagiarism by students include training and punishments for those caught committing plagiarism. Plagiarism training is emphasized understanding and technical guidance methods for students to be able to carry out academic writing activities that are free from plagiarism elements. Thus, it is hoped that these findings will become a treasured knowledge of additional scientific studies and support future projects.*

**Keywords:** Academic Skill, Reduce Plagiarism, Academic Writing, Digital Age.

### ABSTRAK

*Artikel ini bertujuan untuk mewawancarai tujuh akademisi terkait instruksi keterampilan akademik untuk mengurangi plagiarisme mahasiswa dalam penulisan akademik di era digital. Untuk melengkapi data tersebut, kami telah melakukan serangkaian pencarian data, yang pertama adalah pencarian data elektronik pada beberapa publikasi dan literatur yang terkait dengan tema penelitian ini dan mewawancarai tujuh akademisi untuk meminta pandangan mereka tentang bimbingan dan pelatihan yang diberikan kepada mahasiswa Universitas Krisnadwipayana Jakarta. Setelah data terkumpul baik dalam literatur maupun hasil wawancara, selanjutnya kita masuk ke dalam analisis data dengan pendekatan fenomenologis, yaitu upaya untuk memahami sesuatu yang fenomenal di antara data yang ada sehingga dapat kita simpulkan hasilnya sebagai temuan yang valid. Berdasarkan penelusuran data dan hasil wawancara, dapat disimpulkan bahwa upaya akademik dalam mengurangi tindakan plagiarisme oleh mahasiswa meliputi pelatihan dan sanksi bagi mereka yang kedapatan melakukan plagiarisme. Pelatihan plagiarisme ditekankan pada pemahaman dan metode bimbingan teknis anti plagiat agar mereka dapat melaksanakan kegiatan penulisan akademik yang bebas dari unsur plagiarisme. Dengan demikian, diharapkan temuan ini akan menjadi pengetahuan berharga untuk studi ilmiah tambahan dan mendukung proyek-proyek masa depan.*

**Kata Kunci:** Kemampuan Akademik, Mengurangi Plagiarisme, Penulisan Akademik, Era Digital.

### INTRODUCTION

To be successful in college or school, students need much knowledge, various academic work skills, and ethics (Graham-Matheson & Starr, 2013; Hendriarto et al., 2021; Suranto et al., 2022). One of the many academic skills, writing skills, is very important and urgent to be prepared so that students during their studies can apply them in various academic functions so that they become strong graduates who have reliable

skills—one academic skill, namely writing skills for daily evaluation and publication evaluation. When going into academic skills in terms of writing for internal academic evaluation and evaluation for publications outside of academics, they urgently need authenticity or novels in written works, including writing that is free from plagiarism. This plagiarism action takes the work and thoughts of others without following the procedural academic ethics and taking it into their work. This is meant by the act of plagiarism which is often a matter or issue that is urgent to be discussed in higher education because it concerns intellectual integrity and honesty in communicating, especially in the academic realm (Walker & White, 2014; Hendriyana et al., 2022).

What has happened so far that often hinders an academic person from advancing or facing his work evaluation is the plagiarism factor or problem that often destroys a person's academic or intellectual reputation when they are in the world of writing academically or scientifically (Little, 2010). So that this plagiarism problem does not cause severe problems in the academic world, every university must have a guide or academic culture that is given seriously to academics, both students and lecturers, so that they pay attention to instructions on how to become academics, especially skills in writing so that they are free from plagiarism action. At every academic level, of course, there are guidelines and academic culture that must be upheld in order to produce writings that are genuinely novelty and have high integrity and honesty because this is one of the academic ethics that must be considered so that someone who is carrying out education, sir, becomes a good intellectual with high integrity and honesty (Bastos & Bertoni, 2014).

What happens in many universities in the world, Krisnadwipayana Jakarta University has guidelines, especially for students, so they have the skills to produce academic papers for internal and off-campus publication assessment purposes (Ramzan et al., 2012). Because of the importance of this academic skill, there is a great deal of attention so that every student can become a highly integrated scientist not to commit plagiarism, namely claiming someone's work to be his work, either in the form of writing or ideas without notification or following academic procedures without any absolutism to those who know or publication. At this university, all materials that are published or not, whether in manuscript form, literary form, or electronic forms, must be free from plagiarism tests, which concern all that is carried out under regulations for exam purposes and other evaluations (Adzima, 2020).

In this way, the university believes that students will find it easy to work on completing academic tasks, both semester exam assignments and final assignments, by utilizing various courses and applications that have been developed to assist students in their work so that they are free from issues related to plagiarism and students can do good academics by avoiding plagiarism. This learning is essential to note because students in writing certainly need a lot of ideas and theories in the text, on social media, and in various other electronic forms. The contents of the articles are in the various sources of information (Robles et al., 2020).

So the better way to avoid plagiarism efforts is that students are required to learn and also apply the principles of being good academics by carrying out healthy practices both from the start as students until they become graduates by avoiding plagiarism

activities which are not easy, students from the start have to get guidance on the correct way of reference, how to choose words from various correct data (Sorea et al., 2020). So when students present their work after being checked through various authenticity check applications such as community and other tests, students can show their work with traditional academic skills where they work is the result of their work, and students can improve their desired work online and have high integrity as an intellectual (Pàmies et al., 2020).

Now the question arises why plagiarism is a problem. Plagiarism is part of academic integrity or skills that every academician must possess. Because every idea, idea and thought of someone who will later become an academic work (Pàmies et al., 2020). Because this is an intellectual working principle, all academics must master and be able to apply it in their work. Furthermore, they must be able to pass on these principles of academic integrity to the next generation so that later students will not have defects or be impaired at work, let alone fail to finish their studies. So this unethical act of plagiarism has been proven to have severe consequences for both their careers and the institution where they work because this act of plagiarism can damage the standard of correct institutional practice and can be threatened with being expelled from instruction if caught doing serious learning activities (Stander, 2020).

Now, how can academics avoid plagiarism activities, one of which is that each student must learn and say from himself that this is an unhealthy way if he does not know and be able to apply the first plagiarism-free way of working because of this plagiarism? (Eaton, 2021) is very difficult to avoid when developing the mind, one of which is that students are taught to have other minimum academic skills such as various other people's written texts. He tries to understand the ease of application in the form of their arguments and does not forget to quote or give by following the rules of the system procedure that apply in the world of publications or writing so that they have original thoughts after they have learned knowledge or skills. Indeed, students are not expected to be original singles, but at least students are expected to be independent by continuing to learn to be students or individuals who are critical of other people's work; in other words, they do not take months but can pay attention and raise arguments and can give conclusions that match the pattern of thought (Khathayut & Walker-Gleaves, 2021). This is one of the duties of academics to prepare students to avoid plagiarism while learning essential parts of the lecture process at the university.

Furthermore, to be able to avoid plagiarism activities to acquire new knowledge with standardized quality, a student must have writing principles that are sourced from the rules of how to cite and how to pay attention so that these two are the one and only one who gets a bona fide increase in their writing quality as well as honors (Zimba & Gasparyan, 2021; Fauzi et al., 2022). Thus, students will be able to appreciate how to master many techniques in writing in an academic environment so that it becomes a practical skill that is credible and authoritative in writing and can demonstrate their commitment as intellectuals who are honest and principled in scholarship (Mostofa et al., 2021).

Likewise, in the university's efforts to prevent plagiarism in both examinations and publication of papers, the university has a high commitment not to prepare students with various training and skills so that students do not get hampered in doing written works due to their incompetence and understanding so that they have the potential not to have purity (Mahmud & Ali, 2021). In their work, they were indisciplined in terms of plagiarism or offensive to an academic culture that upholds honesty and academic integrity. For this reason, regulation is needed that regulates the transmission and assessment system for each written work, such as a thesis product, content dissertation, and other documents that include conditions or criteria for student assignments that can be recognized in terms of achieving exams or graduating from each academic level (Babbar & Gupta, 2022).

Even if students are found to be plagiarizing after they took the training and guidance, this is a problem that must be expected; this should not happen; of course, it must allow students to continue learning to prepare themselves so that they can understand how to apply academic ways of working that are full of honor and avoid Plagiarism (Curtis & Tremayne, 2021). This is the main task of how students must study hard to uphold integrity, and also the campus creates a mechanism for criteria and regulations so that student actions can be prevented, namely disciplinary action for students who are accurate in committing plagiarism. Preparing students to do pressing skills and avoiding plagiarism means that students are not prohibited from taking other people's ideas or work; this is not the case (Krokosz, 2021). If necessary, students are given a Turnitin application for students, which makes students obey and have knowledge of how to properly reference how to avoid plagiarism by having high disciplinary knowledge in developing innovative research results that are far from Plagiarism (Jiang & Huang, 2022).

Furthermore, when students have been able to carry out the situation, every point that they take other people's ideas, then this is not said to be unoriginal, but this is an academic where every other person's ideas we have to have a strict analysis system here to do good situation practice, fundamentally, being able to avoid mistakes such as part pressing a quotation may need to understand the reasons why being a transparent student uses the correct source of quotations (Curtis & Tremayne, 2021). All academics at Universitas Krisnadwipayana Jakarta have been given skills in writing, such as lectures, where students are given the ability to make correct references to each text they follow and try to synthesize them by doing the correct narrative and making interpretations and arguments. Appropriate, and indeed, this is their voice after they can practice the plagiarism system (Patak & Tahir, 2019).

At Krisnadwipayana University, Jakarta, every student is given the correct guide on academic writing activities to follow the discipline that has been determined (Akbar & Picard, 2019). This persistent academic standard of underperformance has been used for a long time and followed by good tutorials so that students can work in a scholarly fashion. Such as having to make references that follow the culture of the telephone system that applies at universities, and this has been given an understanding from the beginning of how they can cite literature sources and demonstrate them into intellectually acceptable arguments and also take citations and references (Krokosz & Ferreira, 2019).

At this university, each member of the lecturer is given a student to transfer and understand plagiarism; every student is required to read academic literature and be taught how to write in a style that is to the discipline and culture of each faculty's academy (Eisa et al., 2020). Thus, students have developed skills while in college and can promote new knowledge when they graduate, such as dissertation kors assignments and other project wipers, which are all intellectual foundations for future careers when they enter the workforce. Today, working in the digital era where students can browse as many documents as possible and can view the contents and various other literary texts, then they are ready to get used to avoiding plagiarism, namely by developing essential skills so that their academic development will be better and they can complete fatal assignments with original and transparent goals in work (Olivia-Dumitrina et al., 2019).

They are based on the explanation of the problem between what students do in completing their academic papers and what is expected by the university (Bašić et al., 2019). This becomes something that requires study and tracing of various document sources and is equipped with data collection in the field, so we writers, after doing all of that especially interviewed several academic actors such as lecturers and other researchers asking for their voices about efforts to prepare students and other academics to have an academic skill, especially in the form of guidelines for efforts to reduce plagiarism when students are dealing with writing academically. Therefore, in the results section, we have described the interview results in question (Masic, 2019).

## RESEARCH METHOD

We can explain that the purpose of this study is to listen to the opinions and views of the seven academics who are a source of information to complement this study that we conducted at the University of Krisnadwipayana Jakarta about how this campus prepares in the form of guidelines for the academic community, especially students in reducing plagiarism efforts in various contexts (Shen & Hu, 2021; Maesaroh et al., 2022). Scientific work in the form of examinations and other publications. The process of carrying out qualitative data collection in this research has several steps that we have taken, including the first time the authors tried to identify problems and issues related to data collection in the field (Engkizar et al., 2018).

Next, we decided to take the form of a question sheet, and our goal was to ask the contents of the question; then we made a good plan and decided on the method of how to come to the university and when we got there, we immediately had the opportunity to interview with an open group discussion interview system and our next requestion (Lynch et al., 2017). Collect data and analyze it as well as carry out data integration whose purpose is to get answers or relevant information to answer our problems in the form of what the university does in helping students to be saved from cases of mild and severe plagiarism. Finally, we collate in the form of results in the results section. In addition, to interviewing data academics, we also collect data from several sources such as journals, publications of books, and other websites that discuss plagiarism issues and ways to overcome them (Husain et al., 2017).

At the end, this paper is planned in two methodologies; the first is an information assortment framework — essential information or meetings and optional information as a survey of a few other understanding materials (Singh et al., 2020). In this manner, we can convey the readiness and steps for information assortment by talking a few sources from the University of Krisnadwipayana Jakarta.

## RESULT AND DISCUSSION

In the results section, this paper will present an analysis of the results of interviews with seven resource persons from academics at the University of Krisnadwipayana Jakarta related to the efforts made by the university in guiding students related to the skill academy, which is part of the university's efforts to inhibit plagiarism activities, especially when students doing written work for both regular exams and graduation exams (Su et al., 2021). The authors believe that in this digital era, plagiarism often occurs because it is easy to access data from various sources of reading texts or other content, which often involves academics, both students and lecturers.

The first question is, what and how are your university's efforts in combating plagiarism among academics, especially students?

Good question; first of all, we want to say that every individual is aware of it or not; they often commit data theft on a large or small scale, which is unfair in the academic world. In the academic culture at Krisna Trisnadwipayana University, all academic communities have given a deep understanding that before students do their assignments, they are required to check the written assignments so that there is no duplicative text such as without explicit source references, citations, and all kinds of things PPlagiarismis already (participant#1).

The second question is, what are the concrete steps before students are caught taking training actions?

Our answer is trying to do this so that students do not get caught in PPlagiarism Of course, a series of training and understanding courses that we have given is carried out seriously, how every academic, especially students so that they understand and can apply academic ways of working with integrity and honesty. Hence, the point is measurable training and education so that students are obedient and fluent (participant#2).

The third question is if the above is about training and primary education so as not to be caught PPlagiarism as a system that is binding or not retaliating what is being done by the university?

In each of our online sessions, the university has a system to monitor student activity while working on the campus network; they keep monitoring so that they are not wrong in citing and not wrong in processing documents related to authenticity and written works (participant#3).

What is the next question? What is done institutionally in addition to the monitor, we also set each system here automatically, meaning that when students take actions that steal data, for example, or do not do the writing system correctly, this system will give a warning that this is hard work wrong or impact again?

We believe that in this way, students do not blaspheme, such as copying and downloading incorrectly (participant#4).

The next question is, besides installing automation in the internet system, what other efforts are manually carried out by campus academics?

The answer is yes; indeed, beside the university, the university installs a monitoring system for backbreaking work, the university always provides such as a peer review so that the lecturer can see the correct system and the correct writing, so the lecturer who stops by for the review will see whether the student's work system is done correctly, whether the student has done it say free from training (participant#4).

The question is, if a student is found to be plagiarizing, even the university has done a standard academic training dan motoring system?

Great question, Normally university has to think this is a serious matter, so the campus usually has an effective system, for example, failing a course or evaluation or it may fall for a semester, or we often terminate student services, so students are not served again for the semester. The last thing that is often done is postponement if they want it to rain, then it is postponed for one semester with the reason that they have to fix all mistakes, now it is a vanishment from the university.

The next question is why PPlagiarismis important to pay attention to on your campus?

We answer that all universities have a system that allows everyone to work according to their abilities and fields. In other words, there should be no plagiarism activities that commit academic fraud, such as plagiarism stealing does not produce original, innovative assignments, and they are not prepared for success will come. So with the seriousness of the problem, especially from the campus, this can be reduced. This PPlagiarismcan is reduced (participant#5).

The next question is from a series of rules created at your campus related to plagiarism issues; what good practice has been achieved in this regard?

The answer to this PPlagiarismis an issue that we have understood for a long time, and this is something that must be seriously avoided, and this is possible if students understand the meaning of PPlagiarismand know that they can apply it. So, when they do not understand, they can find professors, consult, ask classmates, ask questions in class, meet instructors, meet supervisors, and meet researchers, so they do not make mistakes in citing (participant#6).

The last question, what do you finally need to say about PPlagiarismamong students and other academic people?

This is what we need to underline plagiarism is a thief's way of working not only in written form but also in the form of thoughts. These ways are hurting your professional, scientific friends because you have lied to get the best grades in a way that is not original, and this does not seem right and hurts friends, especially yourself (paticipant#7).

## DISCUSSION

In the discussion section of the results of this study, we will discuss our findings in a study that aims to get input and views from several academics from the University of Krisnadwipayana Jakarta regarding students about academic skills, especially efforts to reduce the risk of Plagiarismin the realm of writing academy in the current era of digital or technology all automation (Kauffman & Young, 2015). So, following the study objectives above, we have interviewed seven sources for us to hear their opinions and

views on what efforts the university has made in helping support academics, especially students, in writing activities, both for semester evaluation purposes and in studies or writing activities scientific work for the final purpose of graduation and publication. We can emphasize that several significant findings are very urgent for us to report, including the university's efforts in combating plagiarism activities in academic circles (Owens & White, 2013) that have resulted in an academic culture that is very integrity and obese at Krisnadwipayana University, Jakarta.

Efforts made by the university include, among others, where the university understands that each student has been committed not to commit PPlagiarism because this is an unfair matter in the academic world, especially when students are required to write course assignments, both semester and work assignments that must be assigned efforts to welcome graduation (Doss et al., 2016).

The following finding that we need to underline is the steps that the university has taken in giving special attention to academics, especially the younger students so as not to get caught up in acts of plagiarism Students must understand PPlagiarism and apply that understanding in working to complete all academic demands, especially the writing section of scientific papers with high integrity and honesty. This finding is in line with the study conducted (Sutherland-Smith, 2010).

The following finding is about if students have received training and education have been assisted in the form of writing skills that are free from Plagiarism However, there are still students caught doing Plagiarism from the university, which is undoubtedly not hopeful, but even though this is the case, the actions taken by the university are delaying and hold and also ask students to rework what is considered again. Referring to the postponement of the indicated work, yes, this is in line with the study conducted at the university, Lipson, (2019) which questioned the delay and canceling of one semester of every income act plagiarizing after a series of training sessions were given to the student.

Meanwhile, in terms of the internet system, which is now fully automated and has been installed in every university system to serve as guidance or automation that directs students so as not to get caught up in plagiarism, this university, in addition to providing training and installing an optimization system again, the campus still provides understanding and ask the student concerned to suspend his work. Some stop the work and are asked to do it again in the following closed or closed session. So what has been done by the academy, which is the primary policy in plagiarism, is in line with our findings by Tran et al., (2018) where every time they are caught plagiarizing, the entrance and the exam will be postponed.

In the next section, we also pay special attention to why the issue or issue of PPlagiarism is a critical matter that has received attention from the university, among others, because the university views Plagiarism as an act that is highly disgraceful and academically ethical and has taken the rights of people away (Ennam, 2017). This is another issue, and this is an issue that needs to get the attention of all academic circles so that university alumni or academics should be able to work in original, innovative ways and obey all the rules and regulations that have been agreed upon to become an academic culture at Krisnadwipayana University, Jakarta.



We summarized at the end that we were also able to get answers from academics about what questions are made by universities when students and other types of academics plagiarize another mechanism that does not follow the academic ways, and this is considered a lie in academics where the expected work is original but is done wrongly, and this really hurts the author of the paper and also hurts the students themselves and other types of academics. The issue of this academy skill, which is the commitment of this university is following studies in many places, including those studied by Xu, (2021), where the question remains that there is no plagiarism among academics because this is work that is not academically commendable and also symbolizes reflecting an academic that is not integrity as a principle rather than intellectual and scholarship.

## **CONCLUSION**

Finally, we arrived after the study, which aims to get views and explanations from academics at Krisnadwipayana University Jakarta regarding the university's efforts in providing students understanding, training, and education. We make this effort so that writers gain experience with students working so that they can reduce PPlagiarismin academics, especially in today's digital era; everything can be done quickly and instantly.

We can reiterate that whatever efforts are made by academics to reduce students from plagiarism, the university has given a direction or an understanding that every individual, both students, and lecturers, should not commit academic fraud such as PPlagiarism Because the work is fraudulent behavior contrary to the principle of fair work in academics. Another finding that we found academics said that all academics, especially students, long before arriving at their writing activities and final assignments to their main course, had been provided with basic training where the basics also provided understanding and punishment for those who attempted PPlagiarism in the academic environment.

In addition, the university is also making a series of systems that can track every academic activity that commits fraud, and the university also has a system in which each submission must be tested through the recommended PPlagiarismchecking application. So overall, we can say that the seven resource persons have expressed their understanding that PPlagiarismin academic writing is a severe violation of academic ethics and that if it is caught, the students will be punished in the form of canceling, delaying, and even detention to be able to graduate from college. This includes, among others, a summary of the results of a study interviewing seven academics from Krisnadwipayana University Jakarta related to the university's collective efforts in combating and reducing PPlagiarismamong the academic community, especially students. We realize that this finding certainly has shortcomings and limitations. Therefore we hope the parties will provide constructive feedback and criticism so that our following study can be even better.

## **ACKNOWLEDGMENT**

This project received funding from the government, namely from the Education and Culture minister and the Directorate of Higher Education and Research. Likewise, we

would like to express our deepest gratitude to all parties, including academics, colleagues, and ownership support, who have helped us implement and report this study professionally.

## REFERENCES

- Adzima, K. (2020). Examining Online Cheating in Higher Education Using Traditional Classroom Cheating as a Guide. *Electronic Journal of E-Learning*, 18(6), pp476-493-pp476-493. <https://doi.org/10.34190/JEL.18.6.002>
- Akbar, A., & Picard, M. (2019). Understanding plagiarism in Indonesia from the lens of plagiarism policy: Lessons for universities. *International Journal for Educational Integrity*, 15(1), 1–17. <https://doi.org/10.1007/s40979-019-0044-2>
- Babbar, M., & Gupta, T. (2022). Response of educational institutions to COVID-19 pandemic: An inter-country comparison. *Policy Futures in Education*, 20(4), 469–491. <https://doi.org/10.1177/14782103211021937>
- Bašić, Ž., Kružić, I., Jerković, I., Buljan, I., & Marušić, A. (2019). Attitudes and Knowledge About Plagiarism Among University Students: Cross-Sectional Survey at the University of Split, Croatia. *Science and Engineering Ethics*, 25(5), 1467–1483. <https://doi.org/10.1007/s11948-018-0073-x>
- Bastos, F. I. B., & Bertoni, N. (2014). Pesquisa Nacional sobre o Uso de Crack: Quem são os usuários de crack e/ou similares do Brasil? Quantos são nas capitais brasileiras? *Pesquisa Nacional sobre o Uso de Crack: Quem são os usuários de crack e/ou similares do Brasil? Quantos são nas capitais brasileiras?*, 221 p-221 p.
- Curtis, G. J., & Tremayne, K. (2021). Is plagiarism really on the rise? Results from four 5-yearly surveys. *Studies in Higher Education*, 46(9), 1816–1826. <https://doi.org/10.1080/03075079.2019.1707792>
- Doss, D. A., Henley, R., Gokaraju, B., McElreath, D., Lackey, H., Hong, Q., & Miller, L. (2016). Assessing Domestic vs. International Student Perceptions and Attitudes of Plagiarism. *Journal of International Students*, 6(2), 542–565. <https://doi.org/10.32674/jis.v6i2.370>
- Eaton, S. E. (2021). *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity*. ABC-CLIO.
- Eisa, T. A. E., Salim, N., & Abdelmaboud, A. (2020). Content-Based Scientific Figure Plagiarism Detection Using Semantic Mapping. Dalam F. Saeed, F. Mohammed, & N. Gazem (Ed.), *Emerging Trends in Intelligent Computing and Informatics* (hlm. 420–427). Springer International Publishing. [https://doi.org/10.1007/978-3-030-33582-3\\_40](https://doi.org/10.1007/978-3-030-33582-3_40)
- Engkizar, E., Alfurqan, A., Murniyetti, M., & Muliati, I. (2018). Behavior and Factors Causing Plagiarism Among Undergraduate Students in Accomplishing the Coursework on Religion Education Subject. *Khalifa: Journal of Islamic Education*, 1(1), 98–112. <https://doi.org/10.24036/kjie.v1i1.8>

- Ennam, A. (2017). Systematic Analysis of the Effects of Digital Plagiarism on Scientific Research: Investigating the Moroccan Context--Ibn Tofail University as Case Study. *Journal of Education and Practice*, 8(2), 133–141.
- Fauzi, I., Mardiana, D., Ramadhani, A. S., & Safutri, R. M. (2022). Pelatihan Implementasi Strategi Pembelajaran Bahasa dalam Pembelajaran Bahasa Dayak Ngaju di Sekolah Dasar. *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)*, 6(1), 43–52. <https://doi.org/10.30734/j-abdipamas.v6i1.2105>
- 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. <https://doi.org/10.3402/rlt.v21i0.17218>
- Hendriarto, P., Mursidi, A., Kalbuana, N., Aini, N., & Aslan, A. (2021). Understanding the Implications of Research Skills Development Framework for Indonesian Academic Outcomes Improvement. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 6(2), 51–60. <https://doi.org/10.25217/ji.v6i2.1405>
- Hendriyana, H., Fuada, S., Sutisna, M. R., Pradeka, D., & Taufik, M. (2022). Optimalisasi Digital Marketing Instagram Sebagai Channeling Di Lingkungan Mahasiswa UPI Kampus Cibiru. *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)*, 6(1), 17–26. <https://doi.org/10.30734/j-abdipamas.v6i1.2227>
- Husain, F. M., Al-Shaibani, G. K. S., & Mahfoodh, O. H. A. (2017). Perceptions of and Attitudes toward Plagiarism and Factors Contributing to Plagiarism: A Review of Studies. *Journal of Academic Ethics*, 15(2), 167–195. <https://doi.org/10.1007/s10805-017-9274-1>
- Jiang, Z., & Huang, J. (2022). Effective and Efficient Strategies and Their Technological Implementations to Reduce Plagiarism and Collusion in Nonproctored Online Exams. *IEEE Transactions on Learning Technologies*, 15(1), 107–118. <https://doi.org/10.1109/TLT.2022.3153948>
- Kauffman, Y., & Young, M. F. (2015). Digital plagiarism: An experimental study of the effect of instructional goals and copy-and-paste affordance. *Computers & Education*, 83, 44–56. <https://doi.org/10.1016/j.compedu.2014.12.016>
- Khathayut, P., & Walker-Gleaves, C. (2021). Academic faculty conceptualisation and understanding of plagiarism – a Thai university exploratory study. *Journal of Further and Higher Education*, 45(4), 558–572. <https://doi.org/10.1080/0309877X.2020.1795093>
- Krokosz, M. (2021). Plagiarism in articles published in journals indexed in the Scientific Periodicals Electronic Library (SPELL): A comparative analysis between 2013 and 2018. *International Journal for Educational Integrity*, 17(1), 1–22. <https://doi.org/10.1007/s40979-020-00063-5>
- Krokosz, M., & Ferreira, S. M. S. P. (2019). Perceptions of Graduate Students at the University of São Paulo about Plagiarism Practices in Academic Works. *Anais Da Academia Brasileira de Ciências*, 91. <https://doi.org/10.1590/0001-3765201920180196>

- Lipson, C. (2019). *Doing Honest Work in College, Third Edition: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. University of Chicago Press.
- Little, S. (2010). *Staff-Student Partnerships in Higher Education*. Bloomsbury Publishing.
- Lynch, J., Everett, B., Ramjan, L. M., Callins, R., Glew, P., & Salamonson, Y. (2017). Plagiarism in nursing education: An integrative review. *Journal of Clinical Nursing*, 26(19–20), 2845–2864. <https://doi.org/10.1111/jocn.13629>
- Maesaroh, M., Anugrah, D., Mushoddik, M., & Murwitanigsih, S. (2022). Pelatihan Data Science Berbasis SAP Analytics Cloud dalam Upaya Meningkatkan Kualitas Penelitian. *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)*, 6(1), 1–8. <https://doi.org/10.30734/j-abdipamas.v6i1.2051>
- Mahmud, S., & Ali, I. (2021). Evolution of research on honesty and dishonesty in academic work: A bibliometric analysis of two decades. *Ethics & Behavior*, 0(0), 1–15. <https://doi.org/10.1080/10508422.2021.2015598>
- Masic, I. (2019). Plagiarism and How to Avoid It. Dalam *A Guide to the Scientific Career* (hlm. 163–177). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118907283.ch19>
- Mostofa, Sk. M., Tabassum, M., & Ahmed, S. M. Z. (2021). Researchers' awareness about plagiarism and impact of plagiarism detection tools – does awareness effect the actions towards preventing plagiarism? *Digital Library Perspectives*, 37(3), 257–274. <https://doi.org/10.1108/DLP-10-2020-0100>
- Olivia-Dumitrina, N., Casanovas, M., & Capdevila, Y. (2019). Academic Writing and the Internet: Cyber-Plagiarism amongst University Students. *Journal of New Approaches in Educational Research (NAER Journal)*, 8(2), 112–125.
- Owens, C., & White, F. A. (2013). A 5-year systematic strategy to reduce plagiarism among first-year psychology university students. *Australian Journal of Psychology*, 65(1), 14–21. <https://doi.org/10.1111/ajpy.12005>
- Pàmies, M. del 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>
- 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.
- Ramzan, M., Munir, M. A., Siddique, N., & Asif, M. (2012). Awareness about plagiarism amongst university students in Pakistan. *Higher Education*, 64(1), 73–84. <https://doi.org/10.1007/s10734-011-9481-4>
- Robles, V. C., Rivas, M. R., & Campos, J. A. S. (2020). Study of the reasons for and measures to avoid plagiarism in young students of education. *Profesorado, Revista de Currículum y Formación Del Profesorado*, 24(1), 50–74. <https://doi.org/10.30827/profesorado.v24i1.8572>

- Shen, Y., & Hu, G. (2021). Chinese graduate students' perceptions of plagiarism: A mixed-methods study. *Accountability in Research*, 28(4), 197–225. <https://doi.org/10.1080/08989621.2020.1819253>
- Singh, C., Cross, W., Munro, I., & Jackson, D. (2020). Occupational stress facing nurse academics—A mixed-methods systematic review. *Journal of Clinical Nursing*, 29(5–6), 720–735. <https://doi.org/10.1111/jocn.15150>
- Sorea, D., Repanovici, A., Sorea, D., & Repanovici, A. (2020). Project-based learning and its contribution to avoid plagiarism of university students. *Investigación Bibliotecológica*, 34(85), 155–178. <https://doi.org/10.22201/iibi.24488321xe.2020.85.58241>
- Stander, M. (2020). Strategies to help university students avoid plagiarism: A focus on translation as an intervention strategy. *Journal of Further and Higher Education*, 44(2), 156–169. <https://doi.org/10.1080/0309877X.2018.1526260>
- Su, H., Zhang, Y., & Lu, X. (2021). Applying local grammars to the diachronic investigation of discourse acts in academic writing: The case of exemplification in Linguistics research articles. *English for Specific Purposes*, 63, 120–133. <https://doi.org/10.1016/j.esp.2021.05.002>
- Suranto, S., Sari, D. E., Narimo, S., Ulfatun, T., Mustofa, R. H., Suwandi, J., Syah, M. F. J., Jatmika, S., Wahyudi, T. N., Asmawan, M. C., Setiyawan, Y. A., & Hendawan, H. A. (2022). Optimalisasi Penggunaan Digital Marketing Melalui Sosial Media dan E-Commerce pada Industri Kecil Menengah di Desa Kingkang, Kabupaten Klaten. *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)*, 6(1), 123–136. <https://doi.org/10.30734/j-abdipamas.v6i1.2473>
- 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>
- Tran, U. T., Huynh, T., & Nguyen, H. T. T. (2018). Academic Integrity in Higher Education: The Case of Plagiarism of Graduation Reports by Undergraduate Seniors in Vietnam. *Journal of Academic Ethics*, 16(1), 61–69. <https://doi.org/10.1007/s10805-017-9279-9>
- Walker, C., & White, M. (2014). Police, design, plan and manage: Developing a framework for integrating staff roles and institutional policies into a plagiarism prevention strategy. *Journal of Higher Education Policy and Management*, 36(6), 674–687. <https://doi.org/10.1080/1360080X.2014.957895>
- Xu, X. (2021). Analysis of Influencing Factors of Teaching Effect Based on Structural Equation Model. *Complexity*, 2021, e6618445. <https://doi.org/10.1155/2021/6618445>
- Zimba, O., & Gasparyan, A. Y. (2021). Social media platforms: A primer for researchers. *Reumatologia/Rheumatology*, 59(2), 68–72. <https://doi.org/10.5114/reum.2021.102707>

