The Faculty Awareness on Plagiarism Issue

Uswatun Hasanah[*], Andi Harpeni Dewantara

Tarbiyah Faculty, Institut Agama Islam Negeri (IAIN) Bone, Indonesia
[*]*Corresponding author. Email: uswah.intan@gmail.com*

ABSTRACT

The issue of plagiarism is increasingly widespread along with technological developments. The ease of accessing digital information forces academics to be more attentive to the issue of plagiarism. Related to the issue, this study explores the awareness of academics on the act of plagiarism. This study applied a quantitative method using a questionnaire involving 55 faculties at IAIN Bone. The result of the study shows that about 92.7% of the faculty dedicated to introducing general knowledge of plagiarism, including the terms and forms of plagiarism to students, then 63% the faculty find the students they teach or supervise committing plagiarism in academic writing, in addition approximately 85, 5%, made certain efforts related to the prevention of students' plagiarism. Kinds of prevention efforts that the faculty eventually done include introducing students to the risks of plagiarism, educating students on how to deal with plagiarism through providing tips and tricks to avoid it, warning students by giving sanctions for those who commit plagiarism, and using plagiarism detection tools/software to detect plagiarism on students' assignment. In conclusion, academics have made efforts to introduce the issue of plagiarism to students but still need to make continuous efforts to minimize the occurrence of academic dishonesty, especially plagiarism issues at the higher education level.

Keywords: Academic Dishonesty; Faculty Awareness; Plagiarism Issue.

1. INTRODUCTION

The enormous expansion of information and technology allows us to easily access information through electronic databases in various formats. The Internet has also brought tremendous changes to education [1], [2] and research world development [3], [4]. The Internet offers much easiness, including accessing various format digital materials and references for students [6]. Consequently, most faculty members and researchers turn to the internet for other solutions or shortcuts for academic papers or assignments.

However, it cannot be denied that the rapid development of digital information influences scholars' awareness. It became easier to get tons of information from the internet, making students less enthusiastic about getting their ideas into their work. They are more motivated to use concise ways. Assignments in the form of making essays, papers, and theses become very easy without paying attention to the originality of their work. The target of collections to get good grades is the cause of the many students who enjoy using shortcuts in completing those assignments from good lecturers. The internet access that is getting easier tolerates everyone to access and store data or information anytime and anywhere. In addition, it also has a negative impact related to dishonesty issues, one of which is due to the ease of accessing information. Someone will easily claim a statement or information about their idea without citing

or quoting the source, termed plagiarism [7], [8]. When admitting plagiarism, students sometimes copy and paste the idea from the internet, do not paraphrase the text at all, and not include the citations.

Academic dishonesty in a higher education institution on plagiarism issues has been present for years and continues to be a public concern source. It has become a common problem in universities worldwide [9], [10]. Some recent studies revealed that plagiarism and other types of dishonest academic Attitudes on higher education are increasing; some factors affect contribute this issue, for instance, the lower moral integrity in the forms of academic dishonesty, e.g., cheating and plagiarism [12], the problem of self-control, the pressure to get high grade forced students to engage plagiarism[13]. Easy accessibility to digital information and online materials has facilitated academicians, including students and researchers, to misconduct academic attitudes, including plagiarism. The impact of academic dishonesty extends beyond that of the classroom. Academic dishonesty considers a range of unethical behaviors, including cheating, plagiarism, and e-cheating [14]. However, this study will only focus on plagiarism as unethical academic behavior out of such various dimensions.

Many researchers have conducted the issue for admitting plagiarism. Plagiarism academic misconduct has been an old issue but keeps growing. Plagiarism has been identified as academic misconduct since the 1600s

[15]. However, it was limited to plagiarizing from printed sources (i.e., books and journals). In addition, plagiarism states an act of deception. It may include taking someone else's work aiming without stating the proper reference. Found that there are two factors affecting awareness in preventing plagiarism involvement: cultural and personal factors [16]. Another research discovers that the awareness of plagiarism and anti-plagiarism software significantly impacted the researcher in preventing plagiarism [17]. Correlated to the issue of plagiarism, especially in higher-level education, a great deal has to be agreed upon in realizing the problem and addressing it. College students expected some education or information to know more about plagiarism [18]. A few potential effective strategies for addressing plagiarism in teaching students are reading online sources and writing those materials revealed by some literature.

One figure who can contribute to dealing with this issue is the lecturer. Additional training from the lecturer, for instance, dedicating a lecture in their courses to explain the meaning of plagiarism and how to avoid it, has helped increase the students' awareness and reduce the number of plagiarism cases [19].

On the other hand, the lecturers had both limited understanding and low awareness of plagiarism, and their conceptualization as a problem of scholarship and moral behavior was unsophisticated at best and a matter of ambivalence at worst [20].

By looking at the problems in the previous section, plagiarism is still common among students. This happens due to several factors that have been previously mentioned. Based on the existing problems, the researcher formulates several questions about the faculty's awareness of plagiarism in higher-level education. The research question is as follows:

1. How is the faculty awareness to uproot plagiarism issue towards the college students?
2. What is the faculty members' precaution to avoid plagiarism issues?

2. METHOD

This research is survey research. Based on the problem, this research includes descriptive research. The location of this research is in Institut Agama Islam Negeri (IAIN) in Bone Regency. The population in this research were all lecturers in IAIN Bone from 4 faculties, and the researchers applied random sampling techniques. Fifty-five lecturers were participating in this research.

The data collection techniques used in the study were carried out following the orientation of the data sources. The questionnaire was used to get the data regarding the purpose of the study consisting of two parts. The first part contains two items related to the lecturers' understanding of plagiarism issues in general. The second part contains six questions about how lecturers deal with students'

plagiarism and prevention efforts. The data was then analyzed descriptively. It described the data characteristics of faculty members' awareness and their effort to reduce plagiarism among college students in IAIN Bone.

3. RESULT AND DISCUSSION

3.1. Result

3.1.1. Descriptive statistical analysis of faculty members' awareness regarding plagiarism issue.

The first part of the questionnaire provides information about lecturers' understanding of plagiarism and its forms. The analysis results show that all respondents understand good terms and forms of plagiarism. They can then mention at least one form of plagiarism they know. Furthermore, as provided in the figure below, the bar diagram presents that most respondents (around 63.6%) often find the students they teach or supervise commit plagiarism.
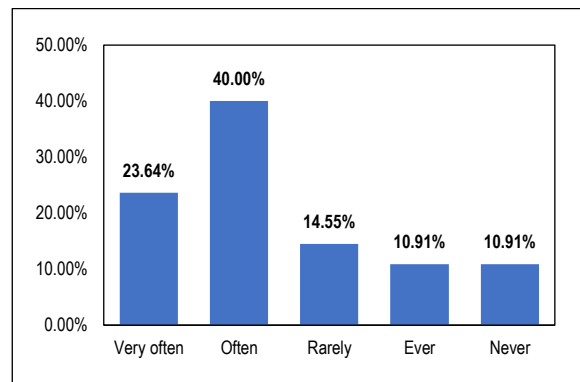

Figure 1. The level of plagiarism findings against students (N=55)

Responding to this case, 51 respondents (about 92.7%) admitted that they had introduced general knowledge of plagiarism to students, including its terms and forms. The data can be seen as follow:
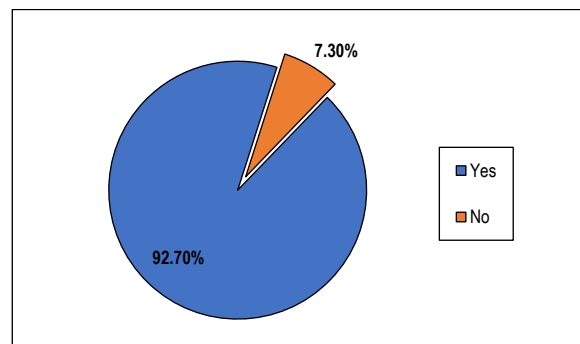

Figure 2. Introduction of Plagiarism General Knowledge to students (N=55)

3.1.2. Descriptive Statistical Analysis of precaution effort conducted by the faculty members in avoiding plagiarism issue

The pie chart in the following figure illustrates that most of them, 47 respondents (approximately 85, 5%), admitted to having made specific efforts to prevent students' plagiarism (for example, when giving assignments to write an article or other academic writings).

Prevention efforts that the lecturers sometimes did include introducing students to the dangers of plagiarism (76.6%), educating students on how to deal with plagiarism through providing tips and tricks to avoid it (61.7%), warning students by giving sanctions for those who commit plagiarism (44.7%), and using plagiarism detection tools/software to detect plagiarism on students' assignment (21.9%).
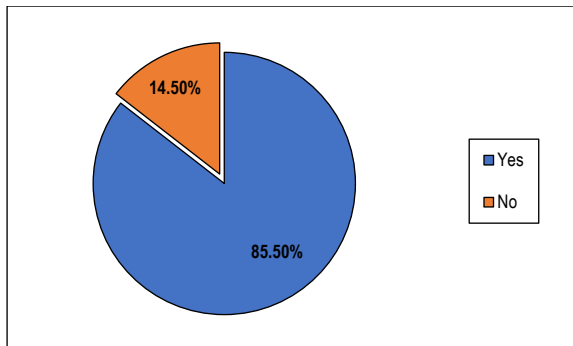

Figure 3. Plagiarism Prevention Measures for Students (N=55)

In addition, the respondents also give information about sanctions for plagiarism. About 81.5% of respondents admitted to applying sanctions as a consequence for students who were proven to commit plagiarism. Several sanctions they applied, namely: giving verbal warnings to students who commit plagiarism and asking not to repeat it (65.9%), giving low scores to assignments detected as the plagiarism results (38.6%), and not giving scores on assignments detected as the plagiarism results (20.5%). Several other sanctions were also applied, such as asking students to repeat assignments, postponing grades, even failing to pass the subjects.

3.2. Discussion

The researcher distributed a questionnaire to determine the faculty's awareness of plagiarism. In this questionnaire, several question items are asked. Some of these items are whether the lecturer has ever found students who were taught or guided to take plagiarism, did the lecturer introduce forms of plagiarism to the students they were teaching or mentoring, as well as questions about whether the lecturer made efforts related to preventing plagiarism when giving assignments to students.

The questionnaire results show that most lecturers often find the students they teach or supervise commit plagiarism. More than 50% of lecturers found plagiarism cases committed by students. It means the conformity of the data found in the questionnaire for students shows that there are still students who commit plagiarism both consciously and unconsciously. One of the reasons for this incident is the high ease of accessing digital information as a reference for their assignment [5], in line with what was confirmed by [3], [21], [22] that the easy access to internet material sources has contributed significantly to an increase in academic dishonesty aspects: plagiarism.

Furthermore, the result shows that the lecturer provided tutoring about plagiarism and its forms to the students they are supervised or taught. From the data given, most of the lecturers had provided education in the class or provided thesis guidance to their students. This information also follows statements from students that they sometimes get information about plagiarism from their lecturers. From the statement above, although lecturers have provided education about plagiarism and its forms to their students, plagiarism is still done mainly by students. The reason that was got from the results was that the lecturer gave education only on general matters.

Meanwhile, knowledge about recognizing plagiarism, checking plagiarism, and avoiding it is not conveyed clearly and in detail to students. Nevertheless, the lecturer provides education about plagiarism, preventive measures, and sanctions for plagiarists have not been implemented by all lecturers. It was just an ordinary warning which did not have a restrictive effect on students. When students are caught plagiarizing by their lecturers, they are not given a detailed explanation of the parts they have to improve to reduce the similarity in their writing.

Therefore, to implement academic integrity and minimize academic dishonesty such as plagiarism among academics, it is necessary to take concrete actions to prevent this. One way that can be done is to carry out educational activities about plagiarism issues to students and provide specialist guidance. It is necessary to make various efforts to overcome the problem of academic dishonesty, which are adjusted to the triggering factors [14].

One of the students stated*: "We recommend in the thesis supervising process, our lecturers should provide special guidance on plagiarism so that we can avoid plagiarism in our thesis which allows us to do it accidentally, because of our lack of understanding about the plagiarism itself."* From the student's statement, education about plagiarism needs to be a concern and an emphasis for all lecturers, especially lecturers who guide their final assignments or theses.

The questionnaire results given to the lecturers showed some efforts made by the lecturers to prevent plagiarism. The most common effort is providing

additional training such as sharing information about the dangers of plagiarism among academics and giving tips and tricks to avoid plagiarism regularly and continuously.

Other efforts made by lecturers are giving warnings in the form of a direct warning given to students when they are caught plagiarizing as the form of sanctions for the perpetrators, sanctions given in the form of crossing student work results, rejecting student work results, and asking students to review or remake the paper. Lecturers also use plagiarism detection software to detect plagiarism on students' assignments. However, this last method is still a few lecturers who do it. Therefore, faculty member awareness is required to avoid plagiarism among college students.

4. CONCLUSIONS AND SUGGESTIONS

4.1. Conclusion

Based on the results of data processing and discussion, the following conclusions can be drawn:

1. Most participants state that they know the term plagiarism and its forms related to faculty awareness. Likewise, they inform the issue to their students and conduct preventive action regarding this issue. However, they found that many students admit plagiarism in their academic assignments.
2. In addition, there are several Precaution efforts conducted by the faculty members to avoid plagiarism. The participants conduct introducing students to the dangers of plagiarism, educating students on how to deal with plagiarism through providing tips and tricks to avoid it, using plagiarism detection tools/software to detect plagiarism on students' assignments, warning the students by giving sanctions for those who commit plagiarism such as giving verbal warnings, giving low scores or even postpone it.

4.2. Suggestion

Based on the conclusions above, several things can be suggested as follows:
1. The lecturer should improve the insight regarding plagiarism issues and share additional training with their students related to this issue.
2. The principal also should consider the supportive policy to minimize academic dishonesty, particularly in higher-level education.

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