

## Conference Paper

# The Role of Lecturers in Avoiding Student Plagiarism Practices

Abdul Halik\*, Josep, Deden Nuryadin, Joko Sutrisno, Ray Septianis Kartika

National Research and Innovation Agency (Badan Riset dan Inovasi Nasional), Indonesia

ORCID

## Abstract.

This study explores the role of lecturers in avoiding students' plagiarism practices using the qualitative method with a case study approach. The study was conducted by observing and interviewing five faculty members in Universitas Negeri Makassar. Data were obtained from the participants, and then analyzed qualitatively. The observation and interview results were noted and concluded and are presented in this article. The study presents information about the attitudes and actions of lecturers toward student plagiarism practices and the efforts made by lecturers in minimizing student plagiarism practices. This study emphasizes the importance of educating students about the dangers of plagiarism. It was found that lecturers have several attitudes and actions to avoid student plagiarism, namely promoting academic honesty and applying plagiarism punishment. Students are required to revise their writing, however, a more severe sanction is given if plagiarism is still detected, namely a reduction in grades. The lecturers should assign students to submit their assignments or theses for plagiarism check purposes. This study recommends that lecturers should provide feedback with an emphasis on academic honesty rather than punishment.

**Keywords:** academic honesty, academic writing, avoiding plagiarism, the role of lecturer

## 1. Introduction

Plagiarism occurs due to the weakening of student academic honesty. Academic honesty is an ethical practice that must be applied in all matters relating to the academic environment. Many factors may cause plagiarism, including the desire to get good grades, environmental influences, and others. Students might not understand plagiarism practices. The majority of students commit acts of plagiarism because they do not know the meaning of plagiarism and all aspects related to plagiarism. Indeed, at the beginning of the lecture, the lecturer should promote academic honesty to avoid plagiarism practices [1]. The lack of academic honesty promotion may affect students' ignorance of plagiarism and the concepts and systematics of doing scientific work properly and correctly.

Corresponding Author: Abdul Halik; email: halikpamungkas@gmail.com

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Another factor that may cause plagiarism is laziness and lack of confidence in one's abilities. Many students are lazy in finding sources of knowledge and references and do not have the confidence to write scientific papers. Laziness is an academic severe [2]. The lazy term is appropriate for photographing Indonesia's plagiarism phenomenon [3,4]. Young people of productive age, most of whom are still students, seem to have lost their creativity due to this lazy disease. From this lazy attitude, many problems arise, one of which is plagiarism.

The laziness is worsened by the lack of the latest reading resources available in the library. This condition may lead students to lack reading culture, making it difficult to find references for their assignments/thesis. The lack of availability of the latest books, journals, and magazines adds to the reduced interest in reading, which encourages students to plagiarize. If students find reading in content subjects uninteresting, unrewarding, or meaningless, they will avoid it [5].

Students also often plagiarize because they have a busy schedule [2]. Students who have a busy schedule plagiarize in the preparation of scientific papers to complete academic assignments and obtain a bachelor's degree or another graduation predicate. The reason for the limited time arises because the enthusiasm to complete the task appears before the deadline. Students also get the enthusiasm to work on their thesis when their study period is almost threatened with dropping out.

The busy schedule is exacerbated by the level of mastery of the substance and the lack of students writing skills. Finally, the low competence of students in academic writing has the potential to encourage plagiarism [6–8]. Likewise, students who are busy in campus organizations or busy making money; finally choose an instant way to complete their thesis. Students do not care about the quality of their writing but the completion of lectures' assignments.

In the world of education, especially the internet learning environment, the internet is very useful to support the student learning process. However, the internet also has a negative impact, one of which is the emergence of plagiarism in education [9]. The existence of technological sophistication can make it easier for students to access the internet. All materials and materials for the purpose of completing the task will be very easy to find on the internet. Even students tend to copy and paste from the internet without trying to understand and conclude the readings. Technological sophistication due to changing times cannot be separated from the increasingly modern technology in accessing information sources, including academic reading sources. Anyone can easily access information on reading sources from someone's work via the internet.

Students think that lecturers will not know that students are plagiarizing or copy-pasting assignments from the internet and think that plagiarism is natural and has become a tradition. The absence of critical comments of source use in paper and thesis assignments makes it easy for students to plagiarize [10]. When the lecturer seems less careful with the writing assignments done by students causing students to plagiarize, students may think that even if students commit acts of plagiarism, lecturers will not know it.

Writing assignments are one form of assessment given by lecturers to students. This is one of the factors that often cause students to commit acts of plagiarism. The lecturer should consider several things in the assignment phase, including giving precise and clear assignments to understand the assignments given. Assignments should also be adjusted to the student's abilities. In addition, providing advice on reference sources and giving sufficient time to complete assignments is also important for lecturers to do to avoid students' plagiarism practices [2]. Likewise, with the final project of completing college, in the form of a thesis. There is a lot of theory and some material from the latest online books, journals, magazines, and encyclopedias. This causes students to be easily detected as plagiarizing because many copies and paste without paraphrasing sentences taken from the internet. From the explanation above, there are various factors behind the occurrence of plagiarism practices among students. Therefore, the role of a lecturer is very important in avoiding students' plagiarism practices.

## 2. Method

This study applied a qualitative method with a case study approach. The case study aims to describe the case to develop an in-depth understanding of the context of a specific case [11]. We conducted this study by observing and interviewing five faculty members in Universitas Negeri Makassar to explore the role of lecturers in minimizing students' plagiarism practices. The data that we obtained from the participants, then analyzed qualitatively. Qualitative analysis is an active mental and physical activity for identifying patterns in data and articulating their interrelationships [12]. We noted the observation and interview results and concluded as we presented in this paper.

## 3. Results and Discussion

### 3.1. Lecturer's actions against student plagiarism practices

This sub-section discusses lecturers' actions related to plagiarism actions carried out by students identified in this study. In this case, the lecturer promotes academic honesty to students to avoid plagiarism practices [1]. Every lecturer is required to provide understanding to students related to plagiarism that it is an academic crime that should be avoided. However, promoting academic honesty seems ineffective, as evidenced by the still many students who plagiarize in scientific papers. Related to the actions of lecturers against plagiarism carried out by students in the writing of scientific works, namely:

#### 3.1.1. Promote academic honesty

Plagiarism is an awful act that should be completely avoided. In promoting academic honesty, lecturers explain the consequences that will be received when students are detected plagiarizing. In the code of ethics of scientific work, an author must be honest in listing the reference source. Plagiarism is the theft of intellectual creativity due to the absence of honesty. Meanwhile, the rise of plagiarism is the impact of the destruction of the building of honesty. Promoting academic honesty should be integrated into academic writing [13].

#### 3.1.2. Promote plagiarism consequences

It is necessary to establish appropriate and measurable legal sanctions related to plagiarism. Plagiarism also denies moral and ethical academic ethics and culture, so it deserves equal administrative sanctions. However, if plagiarism is still detected, it will be given a heavier sanction, namely a score downgrade. This is in accordance with the regulation of the Ministry of National Education No. 17 of 2010 [14]. This is done to provide an effect on students so that lecturers can avoid plagiarism in the writing of scientific papers. However, plagiarism should be resolved internally on campus first by putting forward the principle of education. Plagiarism acts that are exposed to the public will the community give social sanctions, namely condemnation and insults that certainly make the community not respect to educational institution.

### 3.2. The Role of Lecturers to Avoid Students' Plagiarism Practices

Lecturers must have academic honesty and high academic writing skills. If the character of the lecturer is firm, disciplined, thorough, and critical, then students will be more careful in doing their tasks. If lecturers have honesty, they will positively impact their students and can direct students to avoid plagiarism in scientific papers. Each lecturer has a different way of avoiding plagiarism practices according to the type of scientific writing. Lecturers can improve students' abilities to understand and avoid plagiarism through practice [15]. Some of the efforts that lecturers can make in avoiding the student plagiarism practices in the writing of papers or theses include:

1. Provide an understanding of the writing of scientific papers following the scientific writing manual and an understanding of plagiarism in an intellectual context that students should avoid. This can be done at the beginning of guidance or every meeting between the lecturer and students because, in reality, there are still many students who do not understand how to write good and correct scientific papers according to the guideline of writing scientific papers or thesis[16].
2. Improve students' reading culture to expand their knowledge by providing reference books and journal articles to complete their tasks. With these efforts, student plagiarism practices is expected to be reduced [17]. Assisting in the form of reverence in accordance with the task given will increase students' spirit to complete their tasks under the stipulated provisions.
3. Requires students to participate in discussion forums about publication ethics actively. In discussions with material on publication ethics, students will learn to think critically and enhance their minds to cite with a clear source of reference[18].
4. Assigning field studies directly, such as making reports of plagiarism. With the assignment, students will express the results of their observations in the field in their writing. So students will not easily copy-paste material from the internet and books.
5. Teach students about paraphrasing sentences that must be done to avoid the act of plagiarism. In writing scientific works, students are required to be creative, namely creating new ideas and useful new works. When students cite the work of others, they should take the idea or ideas only then have to think creatively to paraphrase the sentence quoted[19,20].

6. Lecturers require students to upload papers or tasks in the form of soft files so that it is easy to check their plagiarism. Online guidance is by way of students sending the results of their writing in soft files via email or google classroom to make it easier for lecturers to perform assessment feedback [21].
7. Lecturers select thesis titles. At the beginning of thesis writing, the lecturer selects the thesis title and interviews students about why they chose the title. This is done to detect whether the title is the result of thinking from students or just plagiarism of the work of others. And in order to start the thesis writing, students already have a clear concept that will be written [22].
8. Check the citation and references of articles or theses [18]. If students still use manual ways in tracing and managing references, then the lecturer can provide training or invite other lecturers to provide search training and reference management.
9. Lecturers as academic advisors guide in accordance with established procedures [23]. With regular and regular guidance between lecturers and students, lecturers will easily correct the results of student thesis writing and revise if it is detected plagiarizing.

## 4. Conclusion

Plagiarism that occurs in the academic sphere, especially in students in completing tasks in the form of scientific work or thesis, still often occurs. This is based on several factors behind it. Moreover, this is where the importance of the role of lecturers in behaving and acting to avoid student plagiarism practices. The efforts made by lecturers in minimizing student plagiarism practices include: providing an understanding of scientific writing and understanding of plagiarism, improving student reading culture, requiring students to participate in discussion forums actively, giving, teaching students about sentence paraphrasing, urging them to make indirect quotes, increasing the taking of reverence from printed books, taking online classes to check plagiarism, giving assignments in the form of a written review, selection of article titles, giving journal references for students.

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