Understanding and Attitudes of University Students towards Plagiarism in Academic Writing at the University

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Article Info	ABSTRACT
	In the academic world, plagiarism is prone to be occured. Academic dishonesty has emerged as a major concern and difficulty for the educational system. The goal of this research is to find out the understanding and attitudes of students towards plagiarism in academic writing. This research used of descriptive quantitative research methods with a questionnaire instrument. Based on the results, understanding of students obtained, namely strongly agree as many as 42.6%, agree as many as 43.7%, disagree as many as 4.2%, and strongly disagree as many as 1.6%. While, based on the results of students' attitudes towards plagiarism as a whole obtained, namely strongly agree as many as 37.9%, agree as many as 51.2%, disagree 6.3%, and strongly disagree as many as 4.6%. So, the attitude of students at the university shows a good attitude towards academic writing at the university. The students are quite familiar with the basic concepts of plagiarism but still cannot apply them correctly and appropriately. With this study, it is hoped that students will become more open and understand the concept of understanding plagiarism and what behaviors can be indicated as plagiarism behavior.

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1. INTRODUCTION

In the academic world, plagiarism is prone to occur. A student in his daily life, of course, will be busy with tasks like writing a scientific paper or paper, and it has become an open secret in the current digital era that the internet is felt to be the right solution in the middle of piling up the tasks given. No doubt, copy-and-paste activities are considered to be the best method for completing a scientific paper, in particular among students. When we absorb it much deeper, it is very worrying. Instead of feeling very proud to try hard in completing the tasks. Cheating others by stealing other people's work will deceiving themselves.

Academic dishonesty has emerged as a major concern and difficulty for the educational system. One of the cases is do plagiarism. Because of the increased number of students, the shift in evaluation techniques from oral tests to a paper examination made it simpler for them to steal and duplicate (Gallant, 2011). Furthermore, the abundance of information available on the internet urges students to plagiarize. On the contrary, the advancement of information technology makes it easier to plagiarize and find it. Plagiarism is one of the most prevalent types of academic transgressions, and it is often overlooked as a significant offense by students (Jordan, 2001). Plagiarism comes from the Latin term "plagiarius," which means "kidnapper" in English (Permana & Santosa, 2018). According to Lambert, Hogan, and Barton (2003), plagiarism is a fraudulent act or effort by an author or writer to use unethical methods in any academic study. As a result, plagiarism is defined as appropriating somebody else's ideas, thoughts, or inventions as one's own without identifying the actual source.

There are several studies conducted to find out how widely students and academic staff should be aware of plagiarism in academic writing. Najmi et al. (2020) researched Postgraduate Student Knowledge about

Plagiarism in Academic Writing. The investigation's findings show that there are various reasons why postgraduate students commit plagiarism. Graduate students plagiarize for three primary reasons: lack of expertise, limited time, and inadvertent plagiarism. Ibegbulam & Eze (2015) examined the knowledge, perceptions, and attitudes of Nigerian students toward plagiarism. The findings revealed that the study's participants had limited awareness about plagiarism since they had not considered how to stop it. Furthermore, this study divides plagiarism into two types: inadvertent and purposeful. Students incur accidental plagiarism due to a lack of written abilities and a lack of knowledge. Ways to stay away from it. On the other hand, intentional plagiarism is doing plagiarism consciously and knowing what is meant by plagiarism (Mahmood et al, 2010).

The prevalence of plagiarism is increased by a lack of awareness about plagiarism, learners' proclivity for these kinds of activities, and a lack of comprehension of the significance of the breach (Bilić-Zulle et al, 2005; Mavrinac et al., 2010). Understanding plagiarism attitudes are essential for training and stopping pupils from plagiarizing (Pupovac et al., 2010). A person's attitude may be defined as a manner of thought or feeling about something (Longman Advanced American Dictionary, 2007). Attitudes are defined by Hogg & Vaughan (2005) as the relatively long-term organizing of beliefs, sentiments, and behavioral inclinations toward socially relevant objects, events, or symbols. The inclination to answer positively or negatively to an item, person, organization, or event is known as attitude (Ajzen, 1988). So, an attitude refers to a person's beliefs, thoughts, and feelings regarding a certain item, group, event, or symbol. People who have a positive attitude toward something are more likely to respond, however, those who have a negative attitude are less likely to take action (Cahyono, 2005). As just a result, the students who are favorable of plagiarism are more likely to plagiarize. Learners with a negative attitude about plagiarism, on the other side, will be more cautious in their writing to avoid plagiarizing. It is critical to have a negative attitude about plagiarism. Students with negative views are more likely to create their original writing pieces. There are several formulations of the problem in this research:
1. How do university students understand plagiarism?
2. What is the student's attitude towards plagiarism?

2. METHOD

This study describes the results of the analysis of students' understanding and attitudes towards plagiarism in academic writing at the university. The researchers used descriptive quantitative method and focused on an in-depth analysis of the description of the result (Ary et al., 2014). This method was chosen to determine the results of measurable data, determine the validity of the results of the analysis, and can be studied in depth. The method is an important issue in research and greatly affects the results of research conducted, the more precise the method used is expected to obtain good results.

The collection technique used was a questionnaire. A questionnaire, according to Sugiyono (2013), is a data gathering tool in which participants are given a series of questions or written statements to answer. The researchers' questionnaire is based on the concepts of the Likert scale. This Likert scale is used to assess a person's or a group's attitudes, views, and perceptions of social phenomena (Sugiyono, 2013). The technique of determining the population sample is to use purposive sampling. This technique is a deliberate sampling by researchers following the required sample requirements (Ary et al. 2014). This sample must meet several criteria, namely, the subject has taken a scientific paper writing technique course and has received socialization on how to cite literature in written works. The sample was taken at Bengkulu University, namely master's students who were already familiar with their writings in undergraduate programs.

3. RESULT AND DISCUSSION

3.1. Students' Understanding of Plagiarism

The first part of the survey explores students' understanding of plagiarism. This section has ten items, Strongly Agree/ Agree/ Disagree/ Strongly Disagree are the four possible responses.

Table 1. Students' understanding of plagiarism

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Plagiarism is wrong	63,2%	36,8%	-	-
2	Being a plagiarist is self-defeating	36,8%	52,6%	5,3%	5,3%

No		Strongly Agree	Agree	Disagree	Strongly Disagree
3	Without plagiarism, I can write scientific papers well	26,3%	68,4%	-	5,3%
4	The act of plagiarism does not benefit me.	26,3%	63,2%	5,3%	5,3%
5	The act of plagiarism violates the law.	47,4%	47,4%	5,3%	-
6	Plagiarism is not a solution to completing college assignments.	26,3%	63,2%	10,5%	-
7	The act of plagiarism is the same as stealing other people's work.	73,7%	26,3%	-	-
8	Doing plagiarism has a penalty.	36,8%	52,6%	10,5%	-
9	To avoid plagiarism, I must include the source.	73,7%	26,3%	-	-
10	Doing plagiarism means deceiving other people.	42,1%	52,6%	5,3%	-

The findings in Table 1 are shown students' understanding of plagiarism. Each item is divided into four options strongly agree, agree, disagree, and strongly disagree. These results indicate that students understand enough about plagiarism. In items number 1, 7, and 9, the students have the highest agreement. In item number 1 which is about Plagiarism is wrong, the result of strongly agree is 63.2% and agree is 36.8%, so all students understand that doing the plagiarism is something wrong. Items number 7 and 9 have the same results, namely strongly agree is 73.7% and agree is 26.3%, so all of the students' understand of plagiarism is the same as that is stealing other people's work, and to avoid plagiarism. That is, the students must include the source in writing a scientific writing.

In the item number 2,3,4,5,6,8, and 10, there are several opinions from students, namely strongly agree, agree, disagree, and strongly disagree. Item number 2, namely about being a plagiarist in self-harm, the results of strongly agreed is 36.8%, agree is 52.6%, disagree is 5.3%, and strongly disagree is 5.3%; item number. 3, namely without plagiarism, the students can write scientific papers well, the results of strongly agree is 26.3%, agree is 68.4%, and strongly disagree is 5.3%; item number. 4, namely the act of plagiarism does not benefit students, the results of strongly agree is 26.3%, agree is 63.2%, disagree is 5.3%, and strongly disagree is 5.3%; item number 5, namely the act of plagiarism violates the law, the results of strongly agree is 47.4%, agree is 47.4%, and disagree 5.3%; item number 6, namely Plagiarism is not a solution to completing college assignments, the results of strongly agree is 26.3%, agree is 63.2%, and disagree is 10.5%; item number 9, namely: Doing plagiarism has a penalty, the result of strongly agrees is 36.8%, agree is 52.6%, and disagree 10.5%; and item number 10, namely Doing plagiarism means deceiving others, the results of strongly agree is (42.1%), agree is 52.6%, and disagree is 5.3%.

3.2 Students' Attitudes towards Plagiarism

The second part of the survey explores students' attitudes towards plagiarism. This section has fifteen items with four options to answer: Strongly Agree/ Agree/ Disagree/ Strongly Disagree.

Table 2. Students' attitudes towards plagiarism

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I don't accept plagiarism committed by students	31,6%	68,4%	-	-
2	Whatever the reason my friend did plagiarism, I do not agree	26,3%	63,2%	10,5%	-
3	The perpetrators of plagiarism cannot be tolerated / understandable	31,6%	42,1%	26,3%	-
4	When I commit plagiarism, I feel guilty	42,1%	57,9%	-	-
5	Not supporting friends who commit acts of plagiarism	26,3%	68,4%	5,3%	-

6	Being a plagiarist makes me feel embarrassed	36,8%	52,6%	10,5%	-
7	Making works without plagiarism brings pleasure to me	47,4%	36,8%	-	15,8%
8	Remind anyone to avoid plagiarism	42,1%	57,9%	-	-
9	Forbid anyone committing acts of plagiarism	26,3%	68,4%	5,3%	-
10	Supporting friends not to commit acts of plagiarism	42,1%	57,9%	-	-
11	Respect friends who do not commit acts of plagiarism	63,2%	36,8%	-	-
12	Lack of support for anyone who becomes a plagiarism actor	31,5%	68,4%	-	-
13	taking other people's writings from the internet and claiming it as the property I often do	10,5%	26,3%	21,1%	42,1%
14	Completing coursework does not need to take and acknowledge the work of others	31,6%	42,1%	15,8%	10,5%
15	When citing other people's work, I must include references	78,9%	21,1%	-	-

The data in Table 2 shows the results of students' attitudes towards plagiarism. Each item is divided into four options strongly agree, agree, disagree, and strongly disagree. These outcomes demonstrate pupils' attitudes towards plagiarism. Each item is divided into four options strongly agree, agree, disagree, and strongly disagree. These results indicate students' attitudes towards plagiarism. on item no. 1, 4, 10, 11, 12, and 15 students have the highest agreement opinion. on item no 1, which is about students not accepting plagiarism by other students, the results strongly agree (31.6%), and agree (68.4%). item no 4 is when students do plagiarism, they feel guilty, the result strongly agrees (42.1%), and agree (57.9%). Item no 8 is Remind anyone to avoid plagiarism, the result strongly agrees (42.1%), and agrees (57.9%). item no 10 is Supporting friends not to commit acts of plagiarism, the results strongly agree (42.1%), and agree (57.9%). item no 11 is Respect friends who do not commit acts of plagiarism, the result strongly agrees (63.2%), agree (36.8%). item no 12 is Lack of support for anyone who becomes a plagiarism actor, the results strongly agree (31.5%), agree (68.4%). Item no 15 is when citing other people's work, they must include a reference, the results strongly agree (78.9%), and agree (21.1%). so according to item, no above, students showed a negative attitude towards plagiarism in academic writing at universities.

In items number 2, 3, 5, 6, 7, 8, 9, 13, and 14, there are several opinions from students, namely strongly agree, agree, disagree, and strongly disagree; in item no. 2, namely Whatever the reason my friend did plagiarism, students did not agree, the result was strongly agreed (26.3%), agree (63.2%), and disagree (10.5%). item no 3, namely *The perpetrators of plagiarism cannot be tolerated/understandable*, the results strongly agree (31.6%), agree (42.1%), and disagree (26.3%). item no 5 is Not supporting friends who commit acts of plagiarism, the results strongly agree (26.3%), agree (68.4%), and disagree (5.3%). item no. 6, namely being a plagiarist makes them feel ashamed, the results strongly agree (36.8%), agree (52.6%), and disagree (10.5%). item no 7, namely Making work without plagiarism brings pleasure to students, the results strongly agree (47.4%), agree (36.8%), and strongly disagree (15.8%). item no 9 is Forbid anyone to commit acts of plagiarism, the results strongly agree (26.3%), agree (68.4%), disagree (5.3%). Item no 13 is taking other people's writings from the internet and claiming them as mine often students do, the results strongly agree (10.5%), agree (26.3%), disagree (21.1%), and strongly disagree (42,1%). item no 14 is Completing coursework does not need to take and acknowledge the work of others. The results strongly agreed (31.6%), agree (42.1%), disagree (15.8%), and strongly disagree (10.5%).

From the data above, it shows that the students' understanding is quite well about plagiarism but some others are still confused about understanding the plagiarism. The students know that plagiarism is wrong. The students also understand that do plagiarism is the same as stealing other people's work. That is why in order to avoid a plagiarism, the students must include the source. Then, there is a difference opinion about being a plagiarist in which there are some who being agree and some others who being disagree. Acts of plagiarism do not benefit for the students. In fact, it is fight the law. Moreover, plagiarism is not a solution to completing the college assignments. While, doing plagiarism has a penalty, and means deceiving other

Based on the overall results, it can be concluded that in terms of student interpretations of plagiarism, the majority of students see plagiarism as the act of copying as well as plagiarizing the works, ideas, and points of view from someone without providing comprehensive reference materials. Students claim that plagiarism is detrimental, illegal, including a crime or criminal behavior, and that it is not suitable for students to engage in. However, a few students also believe that plagiarism is regular and legitimate conduct for students to engage in, and students continue to engage in plagiarism. Instead, a minority of students believe that plagiarism is exceptional conduct by students and that students should not engage in plagiarism since they should think actively, not plagiarize, and be accountable for their work. And second or lastly, this research contributes to the field by expanding the cultivation of student attitudes toward plagiarism, which has not been explored. Students in this study did not accept plagiarism by other students. When the students do plagiarism, they felt guilty. So, remind anyone to avoid plagiarism, support friends do not to commit acts of plagiarism, respect friends who do not commit acts of plagiarism, and againt anyone who becomes a plagiarism actor. When citing other people's work, they must put it into references list.

So, it can be concluded that the attitude of students at the university shows a positive in academic writing at the university. The students are expected to study actively as thinkers who did the three pillars of the Higher Education in the university. The students must broaden their understanding of what they learned in class so that they may contribute information and insight to the larger community. As a result, students should avoid all types of plagiarism, particularly in academic writing.

Most researchers Aasheim et al. (2012); Bilić-Zulle et al. (2005); Maurer et al. (2006); Razera et al. (2009); Šarlauskienė, & Stabingis (2014); Tran (2012); Tran et al. (2018); and Vernon et al. (2001) recommended that the academic writer use efficient plagiarism detection software and offer tutorials to help them avoid plagiarism. It was important to note that students gave academic writing less attention when it came to plagiarism. Since the majority of them only understood one aspect of plagiarism—that duplicating other people's work was wrong—they seemed to lack knowledge about it. In order to avoid plagiarism, students agreed that they should keep their work private and read other people's thoughts. Some of them consequently decided not to read or look for information from other sources. However, the students who must complete numerous writing assignments requiring them to read books and articles and write in an academic style really need it.

4. CONCLUSION

With this study, it is hoped that students will become more open and understand the concept of understanding plagiarism and what behaviors can be indicated in plagiarism behavior. So far, Learners are well-versed in the fundamentals of plagiarism but still cannot apply it correctly and appropriately. and It may be inferred findings of the study that there is a tendency for university students to have a more negative attitude/reject plagiarism in academic writing at the university. This research can be used as an additional reference for further researchers in learning more about understanding and attitudes towards plagiarism. This can be used as a starting point in conducting a more in-depth study of the same subject and perception or by using a different point of view to enrich the repertoire of studies. Besides that, the researcher recognizes that, despite the limitations of time and knowledge, this research is far from perfect and does not escape various errors and flaws, and that this research related to students' understanding and attitudes towards plagiarism needs to be carried out further with a variety of data analyzed carefully, specifically, and deeply to approach perfection.

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