

## A STUDY ON THE PERCEPTION OF UNIVERSITY STUDENTS ABOUT PLAGIARISM

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### ABSTRACT

*Gradually more students are enrolling in graduate school. They must complete their thesis and research in order to graduate. However, some students frequently get caught plagiarizing when writing their theses. In order to analyze students' perspectives about plagiarism in thesis completion, the researcher put up two research questions: (1) What are students' perceptions about plagiarism in thesis completion? (2) The reasons why the students plagiarized. The research outcome was ascertained by a qualitative study. Interviews were used by the researcher to collect the data. Twelve students who are finishing their final thesis took part in the investigation. This study's findings indicated that students had varying opinions regarding plagiarism. Nine of the twelve participants said that it is neither a good nor a bad habit, but three of them also said that it is not necessarily negative. Plagiarism can sometimes be used positively or negatively because it allows students to finish their assignments when they are unsure how to paraphrase the claims or beliefs. The disadvantage is that they cause harm to the original owner of the work they trace. The lack of sources and references, bad ideas for paraphrasing or summarizing, laziness in paraphrasing and summarizing, lack of motivation to read some journals and references, time constraints for completing assignments and theses, and the quick way to complete theses and assignments are other reasons why students plagiarized.*

**Keywords:** *Plagiarism, Perceptions, Publication*

### INTRODUCTION

Since technology has advanced and grown so swiftly, everyone now has better access to information. This situation has some effects on how students' education develops, including making it easier for students to update information, make it simpler for them to exchange data or assignments via email or other electronic messages, and make it easier for them to complete assignments thanks to the availability of online resources. In addition to all these benefits, technology progress also has certain drawbacks. One of them is making it easier for students to commit plagiarism when completing their assignments, which makes them lethargic when it comes to writing their assignments from scratch.

When many students use plagiarism to accomplish their assignments, plagiarism has become a concern in higher education. Although psychological theory and research indicate that effective transformation in a person's attitudes and behavior depends on having a complete understanding of that person's perspective on the issue or problem. Plagiarism continues to occur among students (Bem, 1967). University should do away with it because of this. Students occasionally copy wholly or partially the thoughts, facts, and works of others. On the other hand, some of them commit plagiarism in cunning ways, such as by altering some grammatical structures and substituting synonyms for some original phrases (Howard, 2000). Plagiarism is now one of the ways that students cheat in the academic system.

Technology advancement makes it easier for pupils to finish their assignments. Some of them use computer copy and paste to finish their assignments. All assignments can be completed without difficulty and without concern for plagiarism-related penalties. Plagiarism is often used by students as a means of finishing their assignments. This state of affairs will probably persist till the students finish their theses.

According to my personal experience as a student in the English Language Education Department at Ar-Raniry State Islamic University, plagiarism can occur when students complete their essay and paper assignments. At Stockholm University, R. Diana (2011) did a study on plagiarism with the title Awareness, Attitude, and Perception of Plagiarism Among Students and Teachers. The findings indicated that both students and teachers must have a hazy understanding of the concept of plagiarism. On many issues, such as the need for clear guidelines about what is permitted and not, teachers and students share the same opinions. However, there are some issues where different code snippets taken from books or the internet

are acceptable in programming but are not acceptable in writing assignments.

### **Plagiarism Explanation**

There are numerous ideas and definitions of plagiarism. The most common definition of perception is to adopt and utilize someone else's thoughts as one's own. According to Alexander Lindsey, who is cited by Henry Soelistyo (2011), plagiarism is the act of taking someone else's ideas or production without acknowledging the source, which can lead to erroneous assumptions about the source of an idea or creation.

Plagiarism is described as the act of claiming someone else's thoughts, words, or facts as your own without citing your source (Harvey, 2008). It is a type of deceit and theft. Asep Jihad and Suyanto (2011) define plagiarism as taking someone else's words, ideas, sentences, or research findings and passing them off as their own.

According to Minister of Education Regulation No. 17 of 2010: Plagiarism is the deliberate or unintentional act of attempting to obtain credit or value for a scientific work by quoting a portion of or the entirety of another party's work that has been acknowledged as a scientific work without properly and adequately attributing the source. Jones (2011) draws four conclusions about what constitutes plagiarism in addition to its definition;

- a. Unapproved and/or unrecognized collaborative work.
- b. Trying to pass off the entirety of a work or any individual portion of a work created by another person, group, or organization as your own.
- (c) Using text that has been inappropriately paraphrased in any degree is plagiarism.
- (d) Plagiarism occurs when any quantity of properly paraphrased text is used without adequate citation or is cited incorrectly.

Plagiarism encompasses, but is not limited to, the following: Using terms, phrases, sentences, facts, or material from a source without attribution or proper citation. referring to and/or arbitrarily quoting terminology, phrases, facts, or information from a source without attribution or proper citation. using information, viewpoints, theories, or other sources without giving due credit. quoting without giving due acknowledgment from sources of ideas, opinions, perspectives, or theories in one's own words and/or sentences submitting a scientific paper written and/or published by someone else but failing to give them due credit Minderi (2010)

Prihantini and Indudewi (2016) asserted that copying and pasting is a form of plagiarism. Students frequently use the copy-and-paste method when doing their study activities. In light of this, it is not unexpected that there are frequently significant similarities between the responses of different students, even when copying and pasting is not used.

Based on a few of the definitions given above, it can be inferred that plagiarism is the act of copying someone else's thoughts and works without citing the author and acknowledging it as one's own. To graduate from an Islamic institution, all students must successfully complete their theses. In order to support certain theories in their research, students writing theses are required to quote and refer to some of the more obvious sources. However, it may be considered plagiarism if someone purposefully fails to credit the source of the referral.

The various forms of plagiarism include:

### **Idea of Plagiarism**

This style involves taking someone else's concept and creating something fresh with it. Because it is abstract and there is a chance that these two people are similar, this type is challenging to show. (Henry, 2011)

### **Words Plagiarism**

This style involves quoting someone's work verbatim until the entire original idea has been created, and then adding some portions to one's own work without mentioning the source. in 2011 (Soelistyo).

### **Source Plagiarism**

This type occurs when someone fails to cite the source that was used to create the quotation. For instance, the author's name was omitted from the thesis' footnote or the pages' format was inappropriate. (Henry Soelistyo, 2011).

### **Authorship plagiarism**

This type occurs when someone acknowledges that another person's creativity is actually their own. For instance, to obtain the values, rename someone else's creation as one's own (Soelistyo, 2011).

### **The Factors of plagiarism**

Student plagiarism is common and does not happen overnight. According to Ariani (2011), there are a number of causes for plagiarism, particularly among students. These causes include:

#### **Socialization Lackness**

One of the causes of plagiarism is the absence of socialization regarding plagiarism in certain academic subjects among students. Students need to be educated or made aware of plagiarism, which is against the law and ethical standards, in a variety of ways if they are to uphold the expectation that they do not plagiarize.

#### **Plagiarism Unawareness**

Students who do not understand what plagiarism is unintentionally commit plagiarism and do not want to be accused of it because they believe that citing the source in the bibliography is sufficient. These students lack an understanding of plagiarism because they do not follow the Scientific Writing Techniques course and assume that writing techniques can be studied independently.

#### **Plagiarism Uncontrolled**

The absence of oversight from numerous parties is one reason for plagiarism. Consider the possibility that a student plagiarized, both during the writing of scientific papers and as a result of inadequate supervision of students in their daily lives. Plagiarism can be encouraged by the university's permissive culture and a lecturer's role as a mentor. When lecturers assign tasks to their students, especially those involving scientific writing, they should pay close attention to them and closely monitor them to prevent plagiarism.

#### **Technology Difficulty**

The advancement of contemporary technology cannot be divorced from societal changes. Technological advancements can have two opposing effects, helping or hindering human life itself. Think of it as a coin with two sides. Misuse of technology in the sphere of education is one of them. Anyone with internet connection can obtain information derived from someone else's work, and after that, students can use the work for their own purposes. For instance, copy and paste information from the internet into a paper or article without citing the original source. Plagiarism is the phenomena that is responsible for the misuse of the internet.

#### **The Passiveness**

The metaphor that "laziness is like a contagious disease" is appropriate for describing the problem in Indonesia. The bulk of productive kids are still in school, acting like they have the sickness of laziness. Many issues, including plagiarism, were caused by this laziness. When assigned the responsibility of producing scientific papers, for instance, pupils who are indolent in discouraging knowledge on the proper manner of writing and quoting likely to commit plagiarism.

#### **Honesty Decreases**

The basis for being a moral and ethical compass in life is ethics and morality. No exemption can be made for students' extracurricular activities, one of which involves writing scientific papers. However, the moral decay of students, particularly plagiarism, occurs together with the advancement of the era without self-defense effort. Plagiarism is demonstrable indication that students' integrity in doing scientific work is being eroded. If honesty is respected, plagiarism, which is theft of another person's work, will not take place.

A study on students' perceptions of plagiarism at the university level was undertaken by the researcher in light of the aforementioned issue.

#### **Research Questions**

The following research questions are the ones this study is trying to answer:

1. How do students feel about plagiarizing when writing their theses?
2. Why did pupils plagiarize?

#### **RESEARCH METHODOLOGY**

The nature of this investigation is qualitative. Students from the English Department are the participants. There are 12 students working on their theses in total at M.Phil, Phd level. This qualitative study's objective is to provide the multidimensional data required to understand how students see plagiarism when writing their theses. Participants are words that are widely used in the social sciences when people are requested to answer structured and semi-structured questions in surveys, according to Morse (1991). Participants typically provide the researcher with an exact response to the question, no more, no less. The relevant data for this investigation is gathered through interviews.

This qualitative research method involves conducting in-depth one-on-one interviews with a small sample of respondents to get their thoughts on a particular idea, strategy, or situation (Boyce and Neale, 2006, p. 3). As a result, to better understand the perspectives of the varied participants, in-depth interviews will be used as the study's primary data sources. The purpose of this interview, which lasted between 10 and 20 minutes for each participant, was to learn how they saw plagiarism when they were writing their theses.

The study's interview data were qualitatively analyzed. Following that, the writer classified the information in line with the research questions and carried out the data analysis duties of data reduction, data display, and conclusion drafting or verification. The writer must repeatedly listen to the audio recording in order to accurately extract the participant's comments.

The author then compiles the data into a book, reads it, and makes note of everything. This step provides a summary of the information and an opportunity to think about all interpretations.

What are the participants' shared beliefs? What constitutes the main idea and conclusion of the information? Making an interpretation of the results or findings is the last step of the data analysis process. It comprises summarizing the results, comparing them to earlier studies and theories, and finishing with suggestions for further research.

## RESULT

The results of the study were described descriptively.

### A. The Result of Interview

After analyzing the data gathered from the interview, the researcher decided to divide themes as follows:

#### Students' Understanding about Plagiarism

According to the interview results, practically all of the participants were students, and they all had similar perspectives about plagiarism. Six of the twelve participants said that copying and pasting constitutes plagiarism. Two other participants had a different understanding of plagiarism; they believed it to be the act of copying and pasting someone else's words without paraphrasing them as well as taking someone else's creations or statements without citing the sources. Four of the participants claimed that plagiarism is defined as copying and pasting without any sources. The university atmosphere may have an impact on all of their thinking, therefore plagiarism frequently consists of copying someone else's statement and pasting it into their writing.

#### Students' Perception About Plagiarism

Additionally, each participant has a unique perspective on plagiarism. Nine out of the twelve participants said that plagiarizing is neither a good habit nor a bad one, but three of them added that it is occasionally both good and bad because it allows them to finish their assignments when they lack the skills to paraphrase the ideas or claims. The downside, though, is that his original owner of the art that we can trace is harmed.

In addition to their perception, every participant acknowledged that they had plagiarized. Four participants acknowledged that they had plagiarized work during the first and second semesters when they were unsure of how to paraphrase or what plagiarism was. One person plagiarized while still in senior high school, while six participants plagiarized while writing their theses. The final individual did it by publishing something on social media.

Additionally, every participant who admitted to plagiarizing also acknowledged that their professors did not respond or speak to them after they submitted their assignment. Only a few of their lecturers specify the criteria for what will happen if students use plagiarism to complete



their assignments before giving them to the students. Six out of the twelve individuals still plagiarize despite the fact that they believe it to be wrong.

Most of them acknowledged that they had plagiarized and that they felt bad about it, but that there were times when they had no other option but to do it in order to finish their thesis or project. Two of them did not feel bad about plagiarizing. One person did not feel sorry even after engaging in plagiarism; they merely felt guilty later.

### The Motives Behind Student Plagiarism

Based on the results of the interviews, the participants stated that there were a few causes for plagiarism among students, including:

Table 1.

#### *The Reasons of Plagiarism*

Reasons	Students
They were limited in their reference options for their assignment.	2
They were unable to effectively summarize or paraphrase the simple statements.	11
They didn't bother to rephrase or condense the statements.	3
They lacked the desire to read books or scholarly articles.	3
The amount of time they had to finish the assignments the professor gave them was limited.	2
Their thesis or assignment lacked sufficient data, and the limited available resources and data that they need were insufficient.	3
They did not wish to consider some claims or theories in-depth before paraphrasing or summarizing them.	2
	2

All of the participant have their own reasons why students did plagiarism. Based on the Table 1, all of participant dominantly chose the reason "They have no idea how to paraphrase or summarize the easy statements." This may happen because the author of some articles or statements written with in simple words, so it is very difficult to do paraphrase.

#### a. The punishment for someone who do plagiarism

Based on the interview, there are some punishment that participant answered during interview, they are:

Table 2.

#### *The Punishment of Plagiarism*

No	The punishment of plagiarism	The number of the students
1	The dissertation or assignment will be returned	7
2	The value of the task will be reduced by the teacher (get low Score)	2
3	It's depended on the owner of the article or works	1
4	they have to pay a fine 1	
5	The participant don't know about it	2

The punishment of the plagiarism among students were unclear. There is no written policy on plagiarism in the Tarbiyah and teacher training faculty of Ar-Raniry Islamic University. All of the participants were not sure about their answer, they just assume about the punishment and what will happen if they did plagiarism.

#### b. The Solution for Students of The Last Semester to Complete Their Thesis Without Doing Plagiarism

After giving their perception and reasons related to plagiarism, all participant proposed some solutions as follows:

Table 4.3.

#### *The Solutions to Avoid Plagiarism*

## No The solutions to avoid plagiarism

- 1 Do not be lazy, read a lot of book and find some resource for the thesis.
- 2 Learn about plagiarism and how to do paraphrase or summarize.
- 3 Just need to read, summarize, and put the resource in the thesis.
- 4 Share with their friends who have similar content with her or his thesis and discuss it together.
- 5 Remind that cheating is not good.
- 6 need to appreciate someone's creation.
- 7 Do it with all effort.

In contrast, there were some participants who admitted doing plagiarism, even in their thesis, yet, they still gave solutions to avoid plagiarism in completing the thesis.

## Discussion

The writer would like to go over the results in relation to the research issue in order to structure this thesis. What are students' perceptions of plagiarism in thesis completion, to start? The results of the interview revealed that different people had diverse perspectives about plagiarism when writing their theses. In the opinion of nine out of the twelve participants, plagiarism is neither a good nor a negative habit. In addition, three people think that plagiarism occasionally has both positive and negative effects, so it's not necessarily harmful. This is consistent with Park's (2003) conclusion that plagiarism is an issue because students think it's "no big deal" and have a different perspective than academic professionals.

Some of them claimed that plagiarizing involved taking someone else's words without rephrasing them, taking someone else's creations or statements without citing the source, or copying and pasting other people's works without providing any references. As seen by the fifth participant's statement that "Plagiarism is familiar in our country is about copy and paste, it could be like copy and paste," this concept has been cultivated among the students of Ar-Raniry Islamic University over a significant period of time. It might be impacted by the computer keys Ctrl+C for copying hypotheses, statements, or texts, and Ctrl+V for pasting copied text into a document.

This is similar to what Prihantini and Indudewi (2016) said, who said that copying and pasting is a form of plagiarism. Students frequently use the copy-and-paste method when doing their study activities. Therefore, it is not surprising that they frequently find many similarities between the responses of one student and that of another student, where the use of copying and pasting constitutes plagiarism.

The students' perspective of plagiarism when writing their theses, however, differs slightly from what is said above. Plagiarism is viewed negatively by some participants and positively by others because it aids students in finishing their theses. While those who reject the idea that plagiarism is good said that plagiarism is bad for proving a point because it amounts to stealing or taking someone else's work without crediting the creator. Some of them asserted that plagiarism entails verbatim copying and pasting without any alteration and without referencing the author or source.

According to Minister of Education Regulation No. 17 from 2010, this is acceptable. Which states: Plagiarism is the deliberate or unintentional act of attempting to obtain credit or value for a scientific work by quoting a portion of or the entirety of another party's work that has been acknowledged as a scientific work without properly and adequately identifying the source. This policy defines plagiarism precisely and in line with how students currently see it.

The second inquiry is, "What motivated the students to plagiarize?" According to the interview's findings, each participant gave a few explanations for why the students plagiarized. They lack a choice of references for their assignment, lack the knowledge to summarize or paraphrase simple statements, lack the motivation to read some references or journals, have a limited amount of time to complete their assignment, lack the necessary data for their assignment and thesis, or have insufficient resources. They also wanted to finish their thesis or assignment right away.

According to Ariani (2011), none of the causes are all that dissimilar. She stated that the following factors can contribute to plagiarism: a lack of socializing, a lack of awareness of plagiarism, a lack of control over plagiarism, a lack of technological proficiency, laziness, and a decline in honesty.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Following the results of this study, the following conclusions can be made:

The data collecting results indicate that students have various perceptions of plagiarism. The majority of the participants—nine out of the twelve—said that plagiarizing is neither a good nor a negative practice, although three of them also disagreed. Plagiarism can sometimes be used positively or negatively because it allows students to finish their assignments when they are unsure how to paraphrase the claims or beliefs. The drawback is that they may cause harm to the original creator of a piece of work that they trace.

According to the results of the interview, every participant stated that there are a few reasons why students plagiarize, including: a lack of sources and references, bad ideas for paraphrasing or summarizing, laziness in doing so, a lack of motivation to read some journals and references, a lack of time to complete the assignment and thesis, and the desire for an immediate solution to the thesis and assignment.

### Suggestion

The writer would like to provide some suggestions after conducting the interview and evaluating the data that are intended to be helpful in the future for researchers who are interested in this field of study.

Future researchers could think about including questionnaires and in-depth interviews with larger samples while gathering data in order to obtain a deeper knowledge of students' perceptions.

When creating an assignment or thesis, the future researcher should take into account various lecturers' viewpoints on plagiarism policies.

According to the researcher, HEC should impose stringent regulations about plagiarism to prevent uncertainty and misunderstanding among university students.

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