

Prevention of Plagiarism Activities in Students Final Assignment

Hana Silvana, Gema Rullyana and Angga Hadiapurwa
Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia
{hanasilva, gemarullyana, angga}@upi.edu

Keywords: Plagiarism, Plagiarism prevention, students' final assignments.

Abstract: Prevention of Plagiarism Activities in Students Final Assignment This research was motivated by the plagiarism issue in academic life especially in Higher Education. The main issue discussed in this research is: How can plagiarism be prevented in the students' final assignment? This research was conducted to identify the patterns and strategies in preventing plagiarism in students' final paper. To this end, descriptive method was utilized. The respondents of this study were lecturers and university students. Through descriptive analysis on the plagiarism in the students' final paper, it was expected that it may positively contribute to and identify the more effective patterns and strategies in preventing plagiarism among the students.

1 INTRODUCTION

University students are supposed to finish their study by conducting final papers. In composing the papers they quote from various sources. The students sometimes ignore the most appropriate ways in quoting the sources and references for their papers. It may cause them to commit plagiarism.

Plagiarism is such a serious matter that it was manifested in Ministry of Education Regulation Number 17. Plagiarism is a deliberate or intentional act of obtaining or attempting to obtain credit or value for a scientific work, citing some or all of the work and / or scientific work of another party acknowledged as a own scientific work, without stating the exact and adequate source. Williams (2005) in His book "Plagiarism: Deterrence, Detection and Prevention defines plagiarism as the denial of one's ideas and/or statements used in.

As it is acknowledged that there are some cases related to plagiarism (especially in the academic world). This is so distressing because institutions like colleges should be in the front line in dealing with plagiarism, since the act of plagiarism contradicts the values of education. The demand to produce a paper leads us to do everything we can to achieve that goal. There are several reasons for the occurrence of plagiarism as proposed by Herqutanto (2013) there are two things in general that cause plagiarism, the first is the plagiarist does not know that the action he did was plagiarism. The other reason is that the plagiarist accidentally commits plagiarism because he/she is influenced by what she/he reads so that he unconsciously copy what he/she read. While Sinaga

(2010) in his research concludes various factors that cause plagiarism of thesis happened among student of Department of Sociology FISIP USU among others is lack of knowledge about the rules of writing scientific papers, low writing ability and less references for the thesis, pursuing good grades, a shortcut, laziness, less communication with supervisors and lack of supervision from the institution of education.

Mulyana (2010) has conducted research on prevention of plagiarism for students in thesis writing in Javanese Language and Literature Department, Yogyakarta State University he has concluded that the symptoms of plagiarism that have been done by students in thesis writing is in the form of duplication, including title, theory, data, and reference duplications. The duplication percentage vary (some are few, some are dominant). Furthermore Mulyana (2010) suggests that the mode of plagiarism acts of scientific writing are generally done by: (1) copying the work of others; (2) piggybacking the work of others; (3) changing others' work; (4) ghost writing; and (5) buying the work of others.

Along with the development of Information technology, the Internet has a significant role related to the action of plagiarism. The Internet has a negative and positive side to the act of plagiarism. According to Ernawati (2014) the negative side of the internet on plagiarism is the opportunity to do plagiarism will be easier with the access to millions of scientific articles. While the positive side is the internet can be a bridge to check whether the existing articles are the same or different from the articles that have been published by others.

There are various ways of preventing the practice of plagiarism, among them (a) fostering student integrity, so they are honest in doing scientific studies; (b) improving the function and the role of supervisor of the thesis / research, because the student's research determines the career of the supervisor; and (c) using anti plagiarism software (Wijaya, 2010).

Institutions such as Universities certainly have a great responsibility in dealing with the problem of plagiarism, considering that universities are one of the science-producing institutions. The college is responsible for educating its academic community on plagiarism. In the academic world, action plagiarism is more likely to occur. a student in his daily course of course will be preoccupied with tasks such as making papers or other scientific papers, has become a public secret in the digital age of today the internet feels to be the right solution amid tasks assigned, no doubt activities copy paste is considered to be the best method in solving a scientific paper especially among students. The point that if we take deeper care is a matter of grave concern, instead of trying hard to get the job done when he has deceived others and himself. To deceive others because they harm others by stealing others' work, deceiving themselves, by acting as if they feel successful, seeking and mastering what they write, when they are not at all in their power. Apart from the author who has written the above issues, very serious efforts are needed by institutions such as universities, especially the Indonesia University of Education (UPI) which is very concentrated in the field of education.

The above concepts and thoughts are the foundation in developing this research. The prevention of plagiarism in preparing the final thesis is expected to be one effective way in reducing or even eliminating the actions that lead to the plagiarism especially students within the Indonesia University of Education (UPI).

The prevention of plagiarism act that will be analyzed as the general problem is "how is the prevention of plagiarism in students' final paper in the faculty of education Indonesia university of Education? Specifically described in the research question as follows: (a) how is the perception of UPI Faculty of Education students about the act of plagiarism in preparing the final task? (b) How is the use of scientific guidelines of the University of Education Indonesia's academic work on prevention of plagiarism for students of Faculty of Education UPI? (c) What is the policy of every Department in Faculty of Education UPI in preventing plagiarism? (d) How is the prevention of plagiarism on the students of UPI Faculty of Education in the preparation of the final paper?

The results of this study are expected to contribute to improving the quality of student papers. University

as an educational institution that is obliged to produce qualified and highly competitive human resources. To produce these qualities, some efforts are needed in conducting the learning process. Well-designed and effective learning process can produce a good learning output as well, one of them is through student involvement in the design.

2 METHOD

The prevention of plagiarism activities in students' final assignment was carried out in 2017. The research was conducted to senior students of the faculty of education.

The method in completing the study was descriptive analysis using case study. The main approach was qualitative. It was expected that the result will be relevant to the research objective in finding out the prevention of plagiarism in students' final paper in the faculty of education.

The focus of the research was aimed at analyzing the plagiarism prevention in completing the final paper/ thesis. The subjects of the study were the students completing their thesis and the lecturers as the thesis supervisors.

The data collection technique was done through interviews using interview guidelines.

3 RESULTS AND DISCUSSION

3.1 The Faculty of Education Students on Plagiarism in Completing Thesis

The issue of plagiarism is often a scourge of its own in the college environment. Plagiarism is regarded as an unforgivable disgrace. College in addition to producing gray literature, of course, must ensure that the resulting works must be original and free of plagiarism. Government defines plagiarism in Ministry of Education Regulation no 17 as a deliberate or intentional act of obtaining or attempting to obtain credit or value for a scientific work, citing some or all of the work and / or scientific work of another party acknowledged as a own scientific work, without stating the exact and adequate source. In various universities, the issue of plagiarism often gets special attention. Preventive measures are always strived to be free from plagiarism. Plagiarism is deemed is academic dishonesty or academic cheating in education and is associated as deception, dishonesty and lies (Sutherland-Smith, 2008)

Based on the results of research that has been conducted through in-depth interviews of students at the Faculty of Education at Indonesia University of Education, there are generally three aspects related to student perceptions of plagiarism in the preparation of the final task. According to the respondents, the plagiarism act in preparing the final task done by the students is to quote without listing the original source, the opinion of this respondent along with the government's view on the plagiarism itself, the respondent's opinion on plagiarism is illustrated by the interview quote.

"Hmmm the act of doing such a quotation or the transfer of the copyrights of others without the knowledge of the author and without good and proper rules" (M1)

"Plagiarism is hmmm quoting without listing the original source. Hmmm someone's statements is not listed the opinion is other's or expert's thought in a scientific statement (M4)

"Plagiarism is copying other's work by hmmm not listing the original sources". (M5)

The actions that fall into the category of plagiarism are quite diverse, according to Weber-Wulff (2014) there are at least ten forms of plagiarism that often occur, such plagiarism acts; copy paste, translation, covert plagiarism, shake and paste and collections, clause quilts, structural plagiarism, pawn sacrifice, cut and slide, self-plagiarism, other dimensions. From the results of in-depth interviews conducted on Faculty of Education students, they stated that they had done the action of plagiarism during the preparation of their final paper. As stated by the following respondents drawn from the excerpts of interviews conducted.

"I have done partial copy-paste it is because I was in hurry to consult to my supervisor and the time is not enough... (M1)

"... I often commit plagiarism yaa it is sometimes partial or total". (M2)

"Yes I have done such plagiarism." (M3)

"Yes I have committed plagiarism, but I just translated from english speaking journal and I copy pasted the Indonesian speaking journal" (M4)

The form of plagiarism that is generally done by the students of the Faculty of Education in the preparation of their final paper include copy paste, shake and paste collection and translation.

The next aspects that may cause plagiarism in completing the paper are: 1) lack of knowledge about the in house style of writing 2) limited time availability 3) the development of information technology (especially internet) that facilitate and open opportunities to cheat 4) some lecturers are not

aware on plagiarism issues 5) the use of anti-plagiarism applications is still minimal. 6) Lack of socialization on the issue of plagiarism 7) lack of workshops or training on.

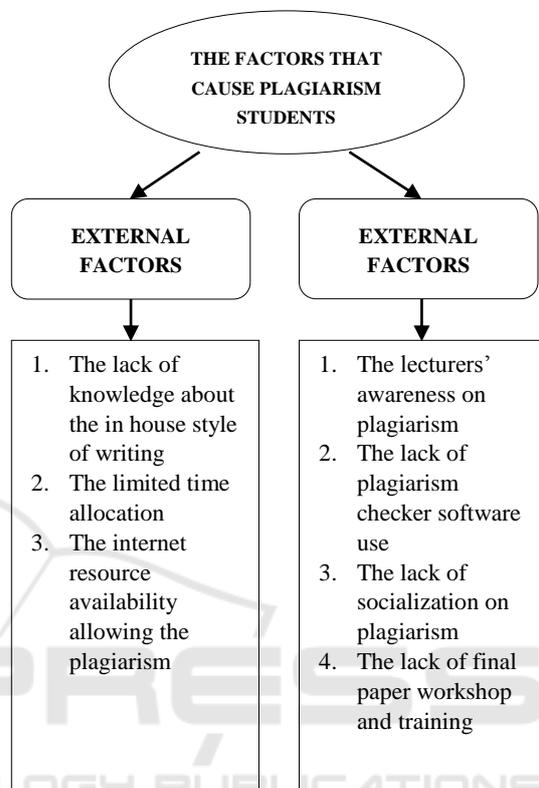


Figure 1: The factors causing the act of students' plagiarism in completing final paper.

Respondents' discussion of this theme is illustrated by some of the following interview quotes

"I just understand that UPI uses APA, It has never been socialized. I just read the senior students' work, I never checked the guidelines either. It is more convenient to just check the seniors'

"I've heard that once, my lecturer told that... but i never used Turnitin... only some lecturers use Turnitin..." (M2)

"Yes it is, the deadline for supervision has always made me..." (M3)

" I think it is about the time, the time for completing the paper is not much, students always wants to finish it quickly he he he. In addition, the lecturers never check the plagiarism too so that we never think about it either. It may be because of the internet... it facilitate us." (M4)

Yes it is because of the limited time availability so that I just copy pated other's work, and the lecturer never complain about it and it is also because of the

internet, there should be some workshop for paper writing. (M5)

... the department has started to suggest the use of the guidelines for the paper writing, using mendeley for citing and checking the plagiarism percentage as the prevention.. as far as I know there has been no plagiarism socialization... i haven't heard any workshop either ... (M3)

3.2 The Students' Perception on the Use of the Paper Writing Manuals

Guidelines of scientific papers are made to provide guidance or as a general reference to UPI civitas academic especially students in writing scientific papers. Through the rules and also the general guidelines presented in it, it is expected to appear the same perceptions of students across courses and faculty in UPI in writing scientific papers, especially in terms of the characteristics and systematics of writing.

The significance of the book facilitate the students in doing good and appropriate citations.

"it is helpful, I did not know how to cite appropriately, this book has guided me how to do good and appropriate citations to avoid plagiarism" (M1)

The importance of scientific writing guidelines for students provide comfort in writing someone's ideas or thought by proper citations.

"I feel helped by this book, by doing good and appropriate citations. Yes I feel that way eee I can verify that it is someone's work. By this book I don't have to copy other's work, I just have to put the original sources clearly" (M2)

Similarly, the M3 expresses the importance of the manual in avoiding the plagiarism act, especially there is a special chapter on plagiarism.

"There is a chapter on plagiarism in the book, so I now know what plagiarism is and why I think this book is one of the efforts to avoid plagiarism. so I do not casually pick quotes or theories of others, so yaaaa the main author must be listed". (M3)

The manual of scientific writing aims to make students in writing their scientific papers in accordance with the rules applicable in UPI environment it is very important for students to write scientific writing according to their writing and not plagiarize the work of others.

"Yees this book has the intention of making the student can write well Yees plagiarized other people's writing like a small thing but the future is very dangerous so, with this guidebook yaaa I do not need to plagiarize". (M4)

Similarly, the M5 expresses the importance of the scientific paper manual so as not to plagiarize the work of others.

"Important or not, there are people who use the manual as the main reference in the systematics of writing there is also those who only do what the lecturers say. Well if this book is still effective but maybe there should be more socialization about the manual of this scientific paper. Iyaa with the book, I know so citing techniques that match the rules and the author's writing is clear, so I do not need to plagiarize the work of others" (M5)

Guidebooks of scientific papers are prepared to facilitate the writing of scientific papers to conform to applicable rules of writing. The handbook of scientific papers has a positive impact on students, who did not know about citation techniques to know about citation techniques. Knowing about citation techniques, the students become more confident, not afraid of plagiarism.

As expressed by M1 to be not afraid of plagiarism with the existence of this manual feel more comfortable.

"Previously I was afraid to write this thesis, one of which is feared plagiarism suspected, hmmm but precisely with the guidebook that I become more what it is, sincere do it, so do not feel afraid, honest in writing something" (M1)

Meanwhile, M3 clearly expressed that this guidebook became a student guide to avoid plagiarism.

"Hmmm yes the manual book has made me feel more confident and original in writing my ideas or opinions" This manual book is so important that it can guide the students in avoiding plagiarism and using the appropriate citing techniques.

The manual book has given the students some comfort when listing others people works by using appropriate citing techniques. Convenience when writing scientific papers in accordance with the rules of writing so that the writing of scientific papers to be unified.

"The manual has given me more comfort in listing other people works. It is so important that I have both hard and soft copy of the book so as to not forget to use the book" (M2)

The positive effect of the manual book has given the guidelines in writing and citing others' work. M3 has stated it clearly

"I feel more comfortable and original in writing my paper It is important for the students who are completing the paper like me, hmmm feel more like ..., the manual has guided us to write better scientific works" (M3)

Along the same line, M5 has firmly stated that the manual has become a framework for students to be more careful in using, citing and paraphrasing a sentence.

"Hmmm I think I feel more careful in writing, citing and paraphrasing a sentence, yeess it does help. It is so important I think that it helps students completing their research". (M5)

The research paper writing manual is very important for students. It provide matters relating to ethics and guidelines that must be adhered to and implemented with a sense of responsibility by the academic community UPI especially Faculty of Education. Through scientific ethics and the guidelines in the manual, It is expected that students have a sense of comfort, confidence, and carefulness in making scientific papers especially thesis.

3.3 The Policy of Departments in the Faculty of Education UPI on the Act of Plagiarism Prevention

3.3.1 The Students' Perception on the Written Policy on the Act of Plagiarism Prevention

The policy made by each Department in the Faculty of Education of UPI in the effort to prevent the action of plagiarism is a preventive action undertaken by each Department aimed to avoid plagiarism action among students.

The policy made by the Department on the prevention of acts of plagiarism does not exist, but the policy of the use of scientific paper manual is always delivered by every lecturer. There also exists the policy in checking plagiarism by using applications.

"There is no written policy. But there is a policy of plagiarism checking. It is given, but it is often delivered by the supervisors". (M1)

As expressed by M2 firmly that the policy of the use manual and checking plagiarism are always delivered by lecturers and always reminded by every supervisors to always use the manual of scientific papers.

As far as I know the manual must always be used and there is the rule of plagiarism checking before the paper examination. There has been no formal dissemination, but the lecturers always reminded us the importance of the manual of writing research paper". (M2)

Similarly, the M3 reveals that supervisors always emphasize to use manuals of scientific papers as well as in lecturer seminar courses always appealed for the use of the manual.

"It is the department policy, every lecturer has always emphasize on the use of the manual, there is also such thing as plagiarism checking before the paper examination. Lecturers always remind us but not in a formal forum. During the proposal seminar course, the lecturers always encourage the use of the manual". (M3)

Supervisor always appealed to his students to use the paper writing manual. The policy in using the manual is always delivered during the supervision.

"Supervisors are the ones who always remind the students to use the manual of paper writing" (M4)

There is no written policy, but there is always appeal to avoid plagiarism. The socialization on the plagiarism is the department policy.

"Yes it is the department policies starting from the use of manual book of paper writing, citing using Mendeley application, and plagiarism are the acts of plagiarism prevention. There is time before the proposal seminar, there was a socialization on the plagiarism checking and Mendeley application. (M5)

3.3.2 The Students Perception on the Use of Paper Writing Manual Books as the Act of Plagiarism Prevention

The policy on the use of paper writing manual books as the act of plagiarism prevention is effective in preventing plagiarism. This manual is effective in preventing plagiarism by providing special chapter in the act of plagiarism and citation.

"The guidance policy of this scientific paper needs to be submitted by every mentor, and it has effectively prevented me from being more careful and careful in writing. It's good, but its still needs to be improved, it means the necessity must be given to the students, the plagiarism test should be done ". (M5)

As M4 expressly states that with a special chapter on the act of plagiarism. The handbook is helpful in writing scientific papers.

"It has been helped in the writing of scientific papers, because there is a special chapter of the act of plagiarism. It is very precise, I suggest that students writing the final paper must use the manual ". (M4)

The policy of using scientific guidebook as an effort to prevent the plagiarism of other people's writing. M3 expresses firmly that this manual is helpful in avoiding the plagiarizing of other people's work.

"Yes I think it is helpful to avoid as a plagiarism of other people's work, with this manual I am more comfortable. It is very appropriate hmmm because

both policies are aimed to avoid the action of plagiarism ". (M3)

Similarly, M1 expresses emphatically that the student will be spared from plagiarizing the work of others.

"The policy of using the guidebook is to prevent students from copy-pasting or plagiarizing the work of others. Hmmm is right, the use of the book is explained about the quotation, I think it will avoid the action of plagiarism ". (M1)

As confirmed by M2 that the scientific writing guidelines is effective in preventing plagiarism.

"I think the policy is effective in preventing copying and pasting the work of others, of course with information about clear quotations so that students can understand it. Of the three policies that have been made by the Department is right yah I think in avoiding the plagiarism ". (M2)

3.3.3 The Prevention of Plagiarism for the Faculty of Education Students in Completing Their Thesis

Government through permendiknas Number 17 of 2010 states that what is meant by the prevention of plagiarism is a preventive action undertaken by the leadership of the college that aims to avoid plagiarism in the environment college. There must be some preventive acts to ensure that every scientific works dine by the students are plagiarism-free or original.

Prevention that can be done to minimize the act of plagiarism done by the students of the Faculty of Education in preparing the final task is to provide a comprehensive understanding of writing techniques including a true understanding of the in house style used by the University of Education Indonesia, in addition, the students must be equipped with comprehensive information the danger of plagiarism , students are given an understanding that at least includes some important points such as; legislation governing plagiarism, plagiarism sanctions, the effects of pluralism, and tips on how to avoid plagiarism.

"...steps that can be done is to organize workshops or writing training, discussing APA, then also given the understanding to the students the danger of plagiarism is like what, the rules, the sanctions how, the techniques how to avoid it ... (D1)

Comprehensive understanding of writing techniques and the dangers of plagiarism should be cultivated in the world of universities, not only to students but also to lecturers. The lecturer should be concerned and critical on the issue of plagiarism, because in addition to guiding students in the writing

of the final task, lecturers also conduct research, both individual and team, collaboration team with similar field, across fields or even collaborate with students.

Other precautions that can be done in prevention of plagiarism by students of the Faculty of Education in the preparation of the final task by utilizing the center of learning resources in the college (library) by consulting the librarian, students can ask about relevant sources of references, citation techniques , and others as.

...not only consulting to the supervisor, the student can also come to the library, as far as I know librarian has competence on this (avoiding plagiarism), the student can consult about referral source, quotation technique "(D3)

The most effective approach to avoiding plagiarism is to do the paraphrase without forgetting the correct quotation. By paraphrasing we can read and understand someone's idea and we can rewrite them using our own sentence by keep listing the original source.

"...paraphrase is the most effective way in avoiding plagiarism..." (D2)

"... improve the paraphrasing skill I guess..." (D3)

Another precaution that can be done is to make a comprehensive check on the students' paper. Every chapter of the students' work are checked using anti-plagiarism software, such as Turnitin. Turnitin is used by Universitas Pendidikan Indonesia as an anti-plagiarism tool managed by the library, Turnitin is a software that can track the level of similarity of a paper with other writings that have been first uploaded in various kinds of online portals. The similarity level is presented in the form of percentage. Suppose the similarity value of a scientific paper has a score of 30%, the number means that the level of similarity of the paper with other writings on the online portal as much as 30%. A final paper can be said to be plagiarism free and deserves to be published if the scanning process has been done through Turnitin in the final project and the result is below 30%.

For the thesis the value of similarity or similarity below 30%, if there is still above it then it should be analyzed, improved and guided by the lecturers" (D1)

"The Turnitin value for a thesis must be lower than 30%..." (D2)

" it will be better if it is below 20 %, but it will be too much for S1, so 30% will be just enough ..." (D3)

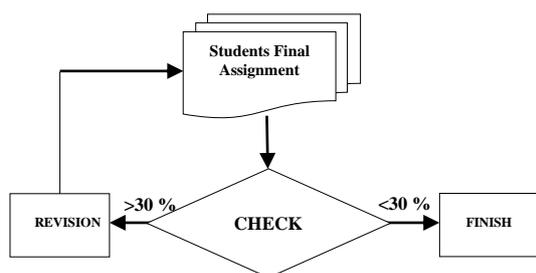


Figure 2: The flowchart of final paper checking in the faculty of education.

The flow illustrates a process of checking the students' final paper using Turnitin at the UPI Faculty of Education, supervisors must ensure that the students' final paper must go through the process of scanning using Turnitin. The paper which has similarity score below 30% get recommendation of plagiarism-free, while the final assignment which has score above 30% must be analyzed and revised in accordance with the direction so that the similarity score can be below 30%..

4 CONCLUSIONS

The form of plagiarism that is generally done by the students of the Faculty of Education in the preparation of their final paper include copy paste, shake and paste collection and translation. Factors causing plagiarism among students in preparing the final task include the lack of knowledge about the in house style of writing, limited time, the development of information technology (internet in particular) that facilitate and open opportunities to cheat, some lecturers are not aware on the issue of plagiarism, the use of anti-plagiarism applications still not maximized, lack of socialization about the issue of plagiarism, and lack of workshop or training of final paper. The handbook of writing scientific papers is considered very important for students, it contains matters relating to the ethics and guidelines that must be obeyed and carried out with a sense of responsibility by the academic community especially Faculty of Education of UPI. Through scientific ethics and guidelines in the manual, it is expected that the students can have a sense of comfort, confidence, and more careful in making scientific papers especially for thesis. Preventive action by the department regarding to the prevention of acts of plagiarism among others is by conveying policies to students to use manuals of scientific papers, checking the level of similarity by using applications used at

the University level. Comprehensive understanding of the technique of writing and avoiding plagiarism should be familiarized in the world of universities, not only to students but also to lecturers. Preventive action that can be done in prevention of plagiarism by the students by utilizing the center of learning resources in the college (library) can be done by consulting with the librarian, making the thorough completion of student testing tasks, each chapter final student task is tested through anti plagiarism software, for example Turnitin. Turnitin is used by the Indonesia University of Education as an anti-plagiarism tool that is managed by the library, Turnitin is a software that can track the level of similarity of a paper with other writings that have been first uploaded in various kinds of online portals.

REFERENCES

Ernawati, E., et al. 2014. Sistem Pendeteksi Plagiarisme untuk Tugas Akhir Mahasiswa di Universitas Bina Nusantara: Studi Pendahuluan. *Jurnal Humaniora*. 05 (01). hlm. 541-548. ISSN 2087-1236.

Herqutanto. 2013. *Plagiarisme, Rutuhnya Tembok Akademik*. *eJournal Kedokteran Indonesia*. e-ISSN 2338-6037. 1(1), 1-2. Agust 1, 2017. <http://journal.ui.ac.id/index.php/eJKI/article/viewFile/1589/1335>.

Mulyana. 2010. *Pencegahan Tindak Plagiarisme dalam Penulisan Skripsi: Upaya Memperkuat Pembentukan Karakter di Dunia Akademik*. July 25, 2017. eprints.uny.ac.id/3483/1/05MULYANA_EDIT.pdf.

Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 17 tahun tahun 2010. *Tentang Pencegahan dan Penanggulangan Plagiat di Perguruan Tinggi*.

Peraturan Rektor Universitas Pendidikan Indonesia No 6411/UN40/HK/2016. *Tentang Pedoman Penulisan Karya Ilmiah UPI Tahun Akademik 2016*.

Sinaga, D. J. 2010. *Fenomena Plagiat Dengan Memanfaatkan Situs Google Pada Mahasiswa FISIP USU (Studi Kasus pada Skripsi Mahasiswa Departemen Sosiologi)*. July 25, 2017. <http://repository.usu.ac.id/handle/123456789/20971>.

Sutherland-Smith, W. 2008. *Plagiarism, the Internet and Student Learning: Improving Academic Integrity*. New York: Routledge.

Weber-Wulff, D. 2014. *False Feathers: A Perspective on Academic Plagiarism*. Heidelberg: Springer.

Wijaya, E. 2010. *Plagiarisme dan Solusi Pencegahannya*. July 25, 2017. <http://erywijaya.wordpress.com/2010/04/16/plagiarism-e-dan-solusi-pencegahannya/>.

Williams, J. B 2015. *Plagiarism: Deterrence, Detection and Prevention: The Handbook for Economics Lecturers*. Agust 1, 2017. <https://www.economicnetwork.ac.uk/handbook/printable/plagiarism.pdf>.