STUDENT PLAGIARISM BEHAVIOR IN ONLINE TUTORIALS (E-LEARNING UNIVERSITAS TERBUKA)

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Abstract

Universitas Terbuka is one of the universities that use an online learning system in its learning system. In online tutorials students must actively participate in learning activities by studying the initiation materials provided, responding to discussions, and doing assignments. Because assignments and discussions are important in assessment, students must respond and do all of them. If you don't do it, it will affect the value. However, sometimes in responding to these discussions and assignments, some students commit plagiarism, either by taking the full answers in the module, taking the answers belonging to their friends, or taking them from the internet. Therefore, this research was conducted in order to analyze the behavior of student plagiarism in this online tutorial. This study uses a qualitative method with a phenomenological approach to explore student plagiarism behavior in online tutorials (case studies on students of the Department of Sociology, FHISIP, Universitas Terbuka). The results of the study show that the reasons for committing plagiarism include getting answers more easily, answering assignments quickly, not finding answers that he thinks are right and getting good grades. Factors that encourage them to plagiarism include not understanding the material, being pressured, not finding answers on their own, and joining friends. In order to avoid plagiarism, among others, by answering according to your own thoughts which are strengthened by the module, citing original sources accompanied by sources and added from your own thoughts after reading the module book, paraphrasing the original source, and checking on the plagiarism platform.

Keywords: plagiarism behavior, social deviance, online tutorials.

1   INTRODUCTION

Universitas Terbuka is one of the universities that provides online learning services (online). The learning process is carried out in learning services called online tutorials (tuton). According to *Kamus Besar Bahasa Indonesia* (2016), tutorial means class guidance by a teacher (tutor) for a student or a small group of students. Meanwhile, according to 2020/2021 *Katalog Sistem Penyelenggaraan Universitas Terbuka*, tutorials are a study assistance service provided for students that aim to strengthen student independent learning outcomes. The purpose of organizing this online tutorial is to optimize the use of the internet network to provide learning assistance services to students, enable the distance learning process to be designed in a more communicative and interactive link, and provide alternative choices for students who have access to the internet network to obtain study assistance services online. optimal (https://www.ut.ac.id/tutorial-online). In other words, the purpose of this online tutorial is to provide easy learning services to students and help students understand learning material. This online tutorial is an internet-based tutorial or web-based tutorial (WBT). Therefore, to be able to access this online tutorial, students must be able to operate a computer and have an internet network. Even now, these online tutorials can

be accessed using more practical means, namely being able to use mobile phones and tablets so that these online tutorials can be accessed anywhere and anytime.

In this online tutorial, various activities are provided, such as initiation materials, discussions, and assignments. Specifically for assignments only given in the third, fifth, and seventh sessions. Due to the nature of online tutorials or online learning, students must actively participate in these activities. The value of online tutorials, both from discussions and assignments, has a large contribution to the final grade. Therefore, students are required to respond to each discussion and answer the assignments given. In answering assignments or responding to discussions, students used various methods, some did read the module so they could answer the various assignments given, some took answers from their friends, and it is not uncommon to find that when the student's answer is detected in the plagiarism checker application, the result is similar and plagiarized from other sources. According to *Kamus Besar Bahasa Indonesia* (2016), plagiarism is plagiarism that violates the copyright. While plagiarism is taking other people's essays (opinions and so on) and making them appear as if they were their own compositions, for example publishing other people's writings on their own behalf; plagiarize.

When plagiarizing other people's answers or their classmates' answers, sometimes students take it whole or copy the answers in their entirety, without paraphrasing. In addition to taking it in its entirety which of course will be very clear, some students copy the answers by paraphrasing the answers of their friends or other sources without providing the original reference. Based on observations made in previous online tutorial classes, many students easily took the answers of their friends who uploaded the answers first. Even once found, students took answers belonging to their friends without deleting the name or the original owner.

In addition to plagiarizing friends' answers, with the sophistication of technology and the internet, many students use technology unwisely, for example when they have assignments, students easily find and retrieve answers from the internet. This can be seen from the results of observations that have been made in online tutorial classes in the sociology study program. Many students were detected or found plagiarizing or copying and pasting answers from the internet. Usually, they take answers from blogs, Wikipedia, or educational pages, such as Quora, Brainly, and so on. This is in accordance with the results of Park 2003; Jackson 2006; Roig 2012; Scanlon & Neumann 2002 in Nimasari (2017) that technological developments are one of the causes of the high level of plagiarism. Of course, this can be said as a form of the negative impact of

technology. As stated by Bondang (2015) in his research that technological sophistication makes it easier to copy and paste which ultimately leads to acts of plagiarism.

There are various reasons someone does this plagiarism. According to Debnath in Shadiqi (2019), there are eight reasons for plagiarism being carried out, namely because the information is easily available, especially now that there is the internet; publication pressure from academic demands, both for lecturers or students who are pursuing academic targets; less confident and less skilled in writing; articles written in a hurry and under pressure; lack of understanding and awareness of plagiarism; unknowingly copying the original text without acknowledging the source; there is a belief that there is no problem copying texts that they have without providing sources, as long as they are not copied from other people; accustomed to plagiarism and have committed plagiarism in the past.

In addition to these reasons, based on research results from Akib (2016), the reasons or factors causing plagiarism behavior among students are the development of information technology such as electronic media making it easier for students to obtain lecture material from the media as well as the high workload of lectures given by lecturers, culture instant, and not enough time has led students to plagiarism. Therefore, this action must be stopped so as not to add to the bad image of plagiarism in the academic world.

This shows that plagiarism or the phenomenon of plagiarism is often found and seems to have been common. Even based on the results of the Research and Development Media Group survey in Suryana (2016), it is stated that the majority of students, both in school and college, commit academic fraud in the form of plagiarism. Universitas Terbuka as a university with an online learning system does not rule out the possibility of its students committing plagiarism. Of course, this cannot be allowed so that this act of plagiarism does not continue. Therefore, to find out the phenomenon of plagiarism among academics, the author wants to analyze the behavior or actions of plagiarism among students, especially in the online tutorial class for the Karya Ilmiah course, Department of Sociology, FHISIP, Universitas Terbuka.

LITERATURE REVIEW

Plagiarism

To understand whether a work can be called plagiarism or not, we must first know the meaning of plagiarism. According to the Regulation of the Minister of National Education Number 17 of 2010 concerning Prevention and Control of Plagiarism in Higher Education, plagiarism is an act intentionally or unintentionally in obtaining or trying to obtain credit or value for a scientific work, by quoting part or all of the scientific work of other parties who acknowledged as a scientific work, without stating the source properly and adequately. If you already know the meaning and it is proven plagiarism, that person can be said to be a plagiarist. A plagiarist is a person who takes another person's essay (opinion and so on) and publishes it as his own essay (opinion and so on); plagiarism Based on these two definitions, it can be said that plagiarism is an act of taking credit and quoting part or all of another person's work as his own without mentioning or citing the original source properly.

To see whether the work of students is called plagiarism or not, you must first find out the characteristics of plagiarism. Apart from looking at the definition of plagiarism or plagiarism, we can also see the form of plagiarism itself. As Parvaty Iyer and Abhipsita Singh say in Soelistyo (2011: 23-25) that understanding plagiarism is not just understanding its definition, but there is a broader scope, namely, there are causal factors and the type/form of plagiarism itself. Based on Parvati Iyer and Abhipsita Singh in Soelistyo (2011: 23-25) there are four types of plagiarism, which are as follows.

1. Plagiarism of ideas, namely taking the ideas or ideas of others. However, this type of plagiarism is relatively difficult to find evidence for because ideas are abstract and may have similarities with other people as a result of different creators.
2. Plagiarism word for word (word for word plagiarism), namely quoting other people's work word for word without providing the source.
3. Plagiarism of sources, i.e. failure to mention in full the references referred to in the citation.
4. Plagiarism of authorship, which is deliberately admitting that someone else's work is the result of his work to deceive the public.

In addition to these four types of plagiarism, iThenticate in Harliyansyah (2017) in 2013 conducted a survey of 334 researchers and found there were nine types of plagiarism, as follows.

1. Secondary sources, namely citing primary sources contained in secondary sources without providing information on the original secondary sources.

2. Invalid source, namely providing incorrect information or not in accordance with the reference.

3. Duplication, namely using previous research work without providing information that the research has been done before.

4. Paraphrasing, namely taking text from a source that is then paraphrased so that it seems as if the text is his own without providing the original source.

5. Repetitive research, which uses the same data and research methods from previous studies without mentioning the original.

6. Replication, namely sending one manuscript to several publications, such as journals, conferences, and so on.

7. Misleading attribution, namely mentioning parties who did not contribute to the manuscript/research.

8. Unethical collaboration, namely plagiarism when collaborating parties violate agreements and collaboration ethics.

9. Verbatim plagiarism, namely copying and pasting someone else's words without providing clear references or quotations.

Exchange Theory

In this study, we will discuss behavior. Therefore, the theory that will be used to analyze the results of his research is George C. Homans' theory of exchange. His exchange theory was influenced by the behaviorist paradigm in psychology belonging to B.F. Skinner. Skinner himself is a pioneer of the paradigm of social behavior (social behavioral) who tries to apply the psychological principles of deep behaviorism to sociology (Wardani, 2016). In fact, according to Margaret Poloma in Wagiyo (2016), Homas believes that the behavioral psychology taught by Skinner can explain social exchange. In his view, Homans stated that people who behave are to get rewards and to avoid punishment (Wagiyo, 2016). He also stated that this exchange did not always result in economic matters, but also other issues such as satisfaction, self-esteem and friendship.

According to George C. Homans (Ritzer, 2018), there are five propositions to explain social exchange, which are as follows.

1. The success proposition, that is, the more often a person gets a reward, the more often that person performs an action or deed. Homans believes this proposition can be applied to humans because previously Skinner had tested it on animal behavior.

2. The stimulus proposition, that is, if a person has received a stimulus so that his behavior is rewarded/rewarded, on other occasions, if there is an element of similarity in the stimulus, it is possible that the person will do the same action.

3. The value proposition, that is, if the higher the value of the behavior, the person is happier to do what he does.

4. The deprivation-satiation proposition, that is, the more often a person gets a reward, the less the value becomes. That person will always do the same thing without getting bored.

5. The aggression-approval proposition, that is, if a person gets a reward that is not in accordance with his expectations, he will be disappointed. And vice versa, if the person gets the reward according to what he wants, he will be happy and do what he likes and is considered valuable.

Anomie Theory (Deviant Behavior)

It can be said that committing plagiarism is an act of deviant behavior because it is not in accordance with values and norms. Therefore, in this study, we will use the theory of deviant behavior anomie to analyze it. The term anomie was first introduced by Emil Durkheim. According to him, anomie means a state without norms (the concept of anomie referred to the absence of social regulation normlessness). Emile Durkheim in his book entitled The Division of Labor in Society uses the term anomie to explain "dere-gulation", namely the non-compliance of various rules in society so that people do not know what is expected of others, as a result, circumstances lead to deviations (Patty, 2015). In anomie theory, deviance is a result of various tensions in a social structure so there are people who experience pressure which eventually deviate (Narwoko, 2004: 110).

2 METHODOLOGY

This study uses a qualitative method with a phenomenological approach to explore student plagiarism behavior in online tutorials (case studies on students of the Department of Sociology, FHISIP, Universitas Terbuka). According to Schutz (Yusanto, 2019), phenomenology is the study of knowledge that comes from awareness or the way we understand an object or event through the conscious experience of that object or event. A phenomenon is the appearance of an object, event, or condition in one's perception, so it is subjective. For Shultz and the understanding of phenomenologists, the main task of phenomenological analysis is to reconstruct the "real" world of human life in the form that they themselves experience. The reality of the world is intersubjective in the sense that members of society share basic perceptions about the world which

they internalize through socialization and allow them to interact or communicate. The subjects in the study were students of the Sociology Study Program who took the 2020/2021 Karya Ilmiah course. The source of research data used is primary data, namely the results of interviews with selected informants and the results of data processing from questionnaires. This study used Sociology students who took the Karya Ilmiah course.

3 FINDINGS AND DISCUSSION

3.1 Plagiarism according to Students

In the field of education, students are prone to plagiarism. Moreover, students have a lot of work to do. The issue of plagiarism has often arisen and in almost every course assignment, evidence of this plagiarism has been found. Even in online tutorials, tutors or lecturers usually give advice or appeals before the start of lectures so that students do not commit plagiarism, but in fact, there are still many such actions. Then, do these students actually know the concept of plagiarism?

Based on the results of interviews with students who took online tutorials for the Scientific Work course period 20/21.2 of the Sociology Study Program, the Open University, it can be seen when they are asked the question "what is plagiarism?" In general, their answers include "Taking writings/sources from other parties without clearly writing down the sources, imitating or copying other people's answers without any changes, deviant acts by committing fraudulent actions duplicating/copying without the permission of the creator, plagiarism such as copying and pasting answers from other people, the activity of copying sentences, cheating or copying something without the permission of the creator. This is illustrated by one of the following respondents.

> *"menurut saya plagiarisme itu full mengcopas atau menyalin hasil kerja orang dari internet tanpa nyantumin penulis yang aslinya dan tanpa mencantumkan referensi nya semisal kutipan seseorang"*
>
> *"istilahnya mungkin nyontek tugas atau punya orang lain tanpa izin, dan meskipun izin mungkin tulisan itu diakui diri sendiri"*
>
> *"mengakui tulisan orang lain yang tidak diubah sebagai miliknya dan tidak nyantumin sumbernya. Hmm dapat dikatakan, kita mengakui kalimat dalam tulisan punya orang lain sebagai milik kita"*

Based on this opinion alone, it can be seen that on average, they have the same opinion about plagiarism, which is taking other people's writings without the permission of the original creator.

If you look at the results of the interview, it can be seen indirectly that students actually know or have knowledge about the concept of plagiarism, but are ignored and choose a short way to do their assignments. Then, what are the forms of plagiarism?

3.2   Types of Plagiarism according to Students

As explained above, there are several types of plagiarism, namely idea plagiarism, word-for-word plagiarism, plagiarism of unknown sources, and authorship plagiarism. The results of the interviews show that on average students have committed plagiarism and it takes various forms. There are students who plagiarism word for word, either taking from modules or the internet. They took several sentences without giving the original source. This is in accordance with the following informants.

> *"hehe biasanya saya langsung asal comot beberapa bagian kalimat di internet, yang penting nyambung dengan tugas saya. Saya tambahkan sedikit pemikiran saya agar tidak terlihat mengambil dari internet"*
> *"iya saya pernah copas dari internet dan tidak saya edit, saya ambil dari berbagai sumber terus langsung saya masukkan di tugas dan diskusi"*

In article writing, taking a few words from other people's writing is not prohibited, but there are citation techniques that are recommended properly. Moreover, students take word for word and even sentences up to one paragraph, of course, that is not justified.

There are also students who explained that if he took a sentence in an article on an internet blog, then changed the language a little, but did not include the original source. According to them, this is no longer plagiarism because it has been paraphrased or gone through an editing process.

Even though the actual sentence has been changed, if they don't include the source, what they do is a form of plagiarism. This can be categorized as plagiarism on the source because it does not include clear references (Soelistyo, 2011). In addition, it can also be said to be a type of paraphrasing plagiarism because it takes the text of a source which is then paraphrased so that it seems as if the text belongs to him without providing the original source (Harliyansyah, 2017).

In addition to the two forms above, it was also found that students plagiarized writing entirely belonging to other people who were acknowledged to be theirs and were not given a source. This is in accordance with the following informant's statement.

> *"I've taken the answer to an assignment from brainly.com because when I got the*
> *answer it was already there, so I took it all"*
>
> *"I got the task of making a paper, but I don't understand it, I looked on the internet*
> *and I collected it, just changed the name hehe"*
>
> *"In Karil's assignment, when I first took everything on the internet, it turned out*
> *that I was caught, so I changed again. After all, I'm confused about what to do"*

The results of the interviews above are also reinforced by the findings of the researchers themselves in the Scientific Work class, many articles or scientific works were found only on the internet. Not only taking word for word, without clear quotes but also found to take the work of others as a whole. Meanwhile, when doing assignments and discussions, students did not include clear references as a source of support.

3.3   Student Motivation to do Plagiarism

The results of the study showed that on average students who took the Sociology Study Program Scientific Work course had committed plagiarism. Their reasons for plagiarism also vary. Based on the interview results, there are students who commit plagiarism because it is easier to get answers and to answer assignments quickly. This reason is a practical reason and they do not seem to want to think about doing the task. This also shows that students are still low in terms of literacy. They have no desire to read relevant modules, journals, or books, but instead choose to search the internet and copy and paste related answers or articles. This is in accordance with the following student statements.

> *"Usually the answers from the discussions or assignments are not in the book, so*
> *yes I just go to the internet, search there and just copy and paste"*
>
> *"I'm too lazy to read a thick module, especially if for example there is no answer*
> *in this module. Besides, it's better via the internet, the answers or articles we need*
> *are already there and there are lots of them, all we have to do is copy and paste*
> *what we want"*

In addition to the causes above, the reason students commit plagiarism is that they do not find answers that they think are right. They assume, what they think is not necessarily true, therefore they then look for these answers on the internet which are then copied into their own answers. There are also those who state that they commit plagiarism because they want to have good

grades. This shows that there is still a low level of student satisfaction with their own abilities. They are not confident in their abilities and answers, then look for shortcuts by plagiarism.

The reason they do plagiarism is driven by the easier it is for students to access technology called the internet. They can surf, access anything and get any information on the internet, including looking for answers or articles they want so that they can easily take/plagiarize which are then recognized as their own. This is in accordance with the following student statements.

> *"It's good that there is the internet, so all you have to do is look for answers there,*
> *you don't have to think about it"*
> *"Well, what can I do, I don't understand the material, so the only way is, just ask*
> *'Mbah google (google)', the answers will appear, both in blogs and journals, we*
> *just have to copy and paste"*

The ease of access to the internet makes it easier for students to get answers that they think are right for their difficulties in doing assignments so they then take plagiarism actions. Not only the internet factor, according to students, which motivates them to plagiarism, among others, because they do not understand the material, are stuck in finding ideas when making assignments or scientific papers, do not find answers on their own, and follow the trend of actions taken by their friends.

The act of plagiarism committed by this student certainly wants a goal. Among other things, the goal is to get good results and to finish quickly. This is in accordance with Homans's thinking that people who behave are to get rewards and avoid punishment (Wagiyo, 2016). They expect rewards in the form of good grades according to their expectations. But in reality, instead of avoiding punishment and getting good rewards in the form of good grades, they actually get bad grades because their work is detected as plagiarism. Instead of getting good results, they get punished for their actions, for example in the form of a warning, not getting grades, or even not passing the course.

3.4 Plagiarism as a Social Deviance

Students realize that plagiarism is wrong and injures the academic community. They stated that this action was not good and exemplary because this plagiarism behavior indicated the bad character and quality of students. However, the action was still carried out. As explained above, it turns out that many students have committed plagiarism, namely deliberately taking or quoting other people's writings that are recognized as their own without providing clear sources and even

admitting other people's articles as their own without including the original sources. Of course, these actions in anomie theory can be categorized as deviations, especially if we look at their reasons or motives for committing plagiarism as an intentional act of cheating that is driven by factors of not understanding the material, being pressured, not finding answers themselves, and joining friends.

If we look at it from a sociological point of view, this act is certainly a form of social deviation. Where someone commits an intentional or unintentional act that violates applicable norms by taking other people's work without asking permission and not providing a clear source. Apart from that, students have actually violated the Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2010 concerning the Prevention and Management of Plagiarism in Higher Education. Of course, because they have violated Permendiknas, the perpetrators of this plagiarism should receive clear sanctions according to Permendiknas RI No. 17 of 2010 Article 12 paragraph 1 which reads "Sanctions for students who are proven to have committed plagiarism as referred to in Article 10 paragraph (4), sequentially from the lightest to the heaviest, consist of (a) warning; (b) written warning; (c) postponement of the granting of some student rights; (d) cancellation of the value of one or several courses obtained by students; (e) honorable discharge from student status; (f) dishonorable dismissal from student status; or (g) cancellation of a diploma if a student has graduated from a program".

Based on the interview results, so far the sanctions given to students who commit acts of plagiarism are still limited to reprimands from lecturers, bad grades, or assignments not accepted so that they are returned to students. This is in accordance with the following student statements.

> "I have been returned several times because I was found to be plagiarizing on the
> internet. The lecturer asked me to fix it, I was also dizzy, but what else could I do?
> In the end, I did as much as I could according to my thoughts"
> "Hehe, lecturers and assignments often reprimand me because my discussions are
> plagiarized from the internet or other friends. The grades are so bad."

The sanctions given are still quite light for students, which of course are still adjusted to the level of plagiarism committed by students. However, even though the sanctions given were quite light, students should not have committed this act of plagiarism because even the slightest plagiarism is a deviant act that harms the academic world.

3.5   Solutions to Overcome Plagiarism

Based on the results of the study, it was shown that on average students did not check their work or answers on the plagiarism check platform. No wonder then many works that are detected as plagiarism appear on the internet. As stated by students, in fact, even though they generally know how to check for plagiarism on several plagiarism check platforms and Google, they rarely even don't check their work on average. This shows that the awareness of students is still weak to check plagiarism. Therefore, there needs to be aware from these students to carry out this checking, especially since there are many plagiarism check platforms that provide services for free.

In addition, it is expected that students in making scientific work, and making answers to discussions and assignments should use their own thoughts or ideas which are then strengthened by reading sources, both from modules, journals, and other relevant books. Students should also start learning and seeking knowledge about good citation techniques from various sources and paraphrasing each original source without forgetting to provide the source in the quotation.

Students are also expected to pay more attention to suggestions or orders from tutors or lecturers regarding how to avoid plagiarism. Because in general, every lecturer before starting learning or online tutorials will give directions so that students do not commit plagiarism, and do not take other people's answers either from the internet or from fellow students. It is also hoped that students will be more aware of this act of plagiarism and that this act is a wrong action and can tarnish the academic community and tarnish themselves because it shows the quality of their abilities.

4   CONCLUSION

Based on the research results, according to students, plagiarism is taking writing/sources from other parties without clearly writing down the sources, imitating or copying other people's answers without any changes, deviant acts by committing fraudulent actions duplicating/copying without permission of the creator, plagiarism is like copying and pasting answers from other people, the activity of copying sentences, and cheating or copying something without the permission of the creator. The reasons for committing plagiarism include getting answers more easily, answering assignments quickly, not finding answers that he thinks are right and getting good grades. Factors that encourage them to plagiarism include not understanding the material, being pressured, not finding answers on their own, and joining friends. In order to avoid plagiarism, among others, by answering according to your own thoughts which are strengthened by the module, citing original sources accompanied by sources and added from your own thoughts after reading the module book, paraphrasing the original source, and checking on the plagiarism platform.

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