

CONCEPTUAL AWARENESS ABOUT PLAGIARISM AT DISTANCE EDUCATION STUDENTS: WRITING FINAL COURSES ASSIGNMENT (SCIENTIFIC PAPERS)

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Abstract

This paper presents a conceptual review of student plagiarism focusing primarily on international postgraduate students in Distance Education. The aim of this review is to provide insight into the various issues related to the concept, which will serve as information for Higher Education Institutions in Distance Education and abroad where students decide to pursue their studies. The paper reviews studies on eight themes: origins of plagiarism, forms of plagiarism, possible consequences of student plagiarism, general views on student plagiarism, possible causes of student plagiarism, Methods to detect, prevent and reduce student plagiarism, and proposed solutions.

The author concludes that many Distance Education students struggle with the correct perception of plagiarism and in many cases, do not understand its long-term consequences, in addition to adopting a holistic approach in managing student plagiarism, higher education institutions need to monitor and evaluate outcomes and adapt measures to the institutional context. In addition, there is a need for foreign universities to adapt their management frameworks in a way that will serve international students. Furthermore, there is a need to conduct more empirical studies in Distance Education and other African higher education institutions.

Keywords: conceptual review, students, plagiarism, Distance Education, Higher Education

1 INTRODUCTION

Acknowledged that researchers and academic institutions have attempted to find an appropriate definition for academic integrity. Distance Education, which considers the complexity and pervasiveness of academic cheating, concludes that some attempts to define academic cheating are “broad and ambiguous” while outlining several representations of academic cheating, including collusion, cheating on exams and cheating on assignments, stealing other students’ work, presenting false data, paying third parties to provide assignment solutions, or downloading assignments from the internet. Prayogi, et.al (2021). deliberate copying or imitating the ideas or words or statements of others as his own.

Most of these are more obvious forms of academic dishonesty. Other forms such as using technology such as email to discuss exams, seeking help from external tutors, collaborating

on homework and copying from colleagues are still a matter of debate among students and academics, so there is a need to agree on a clear definition of academic misconduct. However, there is consensus that academic misconduct is a breach of academic standards and a lack of academic integrity and is increasingly widespread among students. Gafur, A. (2024) Distance learning is carried out by utilizing technology, one of the technologies utilized in hybrid synchronous and asynchronous learning.

This review does not attempt to cover the highly complex cases of academic misconduct in Distance Education in general, but rather focuses on eight aspects of Plagiarism in relation to students: the origins of plagiarism, the forms of plagiarism, the possible consequences of student plagiarism, the general view of student plagiarism, the possible causes of student plagiarism, methods to detect, prevent and reduce plagiarism in Distance Education students, and ends by proposing solutions for the creation of scientific papers by students who are guided through online tutorial pages.

2 METHODOLOGI

2.1 The Origin of Plagiarism

Plagiarism as a concept is related to various aspects of life. It is certainly seen as a problem by some researchers in the academic sector, which continues to grow and persist despite several interventions. To understand the current debate expressed in the literature on plagiarism and the relevance of this study, it is useful to understand how plagiarism originated. The concept of plagiarism assumes a complex nature that stems from a simpler idea that initially emphasized the "stealing" of another's work or ideas to include copyright, legal, ethical, academic and technological issues.

Someone freely reused text in a way that we now call "plagiarism". However, over the years, this perception gradually changed. This change was related to the invention of the printing press by Gutenberg in 1450 which led to the expansion of publications with more people able to read. The increasing demand for literature by more literate people created a desire for individuals to claim rights to their work. This idea led to the design of ways in which intellectual products could be used and owned, which led to the legal categorization of people's thoughts and ideas as their own. Hence the emergence of English copyright law which, although it could not truly protect authors as they had hoped, legally recognizes the idea of the written word as private property. For many years, the act of indiscriminately

borrowing another person's text, words, ideas, or work was considered so inappropriate that the need arose for academic guidance, student scientific work that is guided in online tutorial pages.

2.2 Plagiarism Today

The “copy and paste” system provided by the Internet has made online files easily transferable, allowing more people to have access to information there, and to use, transfer, and incorporate information obtained online into their own work, giving students more opportunities to use the work of others—ethically or otherwise. File sharing has become both a technology and a feature of modern learning as mentioned, and students enhance their learning through active participation in sharing digital files. However, file sharing is also considered a concern in academic circles, highlighting the need to thoroughly review and scrutinize the place of third-party sources in academic research.

It may seem that the aforementioned studies are trying to argue that academic cheating is a curse these days, academic cheating predates digital technology. They argue that digital technology has only made cheating much easier. Trying to address the complex problem of plagiarism, some of them offer working models for checking plagiarism and managing its occurrence in students' academic work under guidance in online tutorial pages.

2.3 Forms of Plagiarism

Given the varying views on how plagiarism is perceived by different institutions/organizations and individuals, it is not surprising that there is also variation in what different people believe to constitute plagiarism. From their views on the forms of plagiarism (Table 1), all of these authors view plagiarism as an act consistent with the definition of plagiarism adopted in this conceptual review, although the scope varies in areas such as ideas and collusion.

On the other hand besides his view of the type of plagiarism as the inappropriate use of text in writing (copying or paraphrasing inappropriately) categorizes the type of plagiarism per use of sources such as "online" and "paper mill" mentions “Use of false quotations”, which although an academic offence may not be considered a form of plagiarism in its entirety. However, the underlying similarity between these authors' views is in terms of their views on plagiarism in relation to: “appropriation”, “claiming” or “concealment” of sources.

2.4 Possible Consequences of Student Plagiarismscientific work of students who are guided on the online tutorial

This section presents an overview of the possible consequences of student plagiarism, especially if it is not prevented. This aspect was chosen for review because it provides information aboutbuild a case for reducing student plagiarism in Distance Education universities. Plagiarism in Higher Education Institutions as a threat to academic standards. If there is no proper understanding of academic ethical values or the use of these values, there will be a breach of academic conventions. This breach has consequences that affect not only the student but also the institution and society. In an attempt to achieve this view, Power (2009, p. 643) states that when students engage in plagiarism, they “pose a problem for all educators” in several ways. Beyond personal learning goals, when students engage in study for qualification purposes, they are assessed and given grades. In addition, teachers can give and receive feedback to and from them. The reason for assessment is to assess the extent to which they demonstrate that learning outcomes have been met. They are given grades or marks according to the extent to which they demonstrate that learning outcomes have been met.

If students commit plagiarism in their assignments, the student's scientific work that is guided in the online tutorial page will be distorted in the assessment results because the assignments submitted will not reflect the students' understanding or achievement of the expected learning outcomes. Furthermore, the results may not provide useful feedback to the teacher for improving the course design; nor will they help the teacher measure exactly what the assessment is intended to determine. In addition to affecting the learning potential of students, the quality of assessment and respect for the intellectual property rights of authors, student plagiarism undermines learning and produces poorly trained graduates who are potential threats to society through lack of competence and skills at various levels. The occurrence of student plagiarism can tarnish the image of higher education institutions and increase media scrutiny that can lead to negative publicity and reputational damage. Failure to eliminate plagiarism is not the problem of student plagiarists, but the problem of the institutions that support them by providing an enabling environment when information is scarce and preventive measures are rarely implemented.

2.5 General Views on Student Plagiarism

This section considers views and experiences regarding student plagiarism with a focus on incidents and issues related to various practices. Although some of the papers selected for review are not recent, they are still important and relevant to this study which focuses on the experiences of distance education students. The author's experiences resonate with some of the experiences the researcher has had with some of the distance education students she has taught in the past.

2.6 Possible Causes of Student Plagiarism scientific work of students who are guided on the online tutorial page

The previous section focused on factors related to student plagiarism (awareness, perception and attitude) which will be investigated in this conceptual review paper and this section considers other possible causes of student plagiarism. This is of interest to researchers as it provides further insight into the possible reasons why Distance Education students engage in plagiarism which informs a conceptual model designed to manage the occurrence of student plagiarism in Distance Education universities. Although cheating is not necessarily plagiarism, deliberate plagiarism is a type of cheating suggesting that student fraudulent acts may occur mainly due to lack of awareness. This may be the case in many institutions where the awareness created about plagiarism is inadequate. However, there are other possible reasons that need to be considered. In their research conducted at a university identified the most significant causes of student plagiarism as "the ease of copying from the internet", the desire to get good grades, poor knowledge of the principles of proper citation, and the pressure to meet deadlines. In addition to the lack of skills to adhere to academic conventions and manage their time, these students appeared to plagiarize intentionally for other personal academic gains. Identified ignorance of higher-level issues such as writing as a process, knowledge as a constructed entity, the formation of one's own voice through language, and referencing, along with a lack of awareness of plagiarism, as problems. Therefore, students may plagiarize unintentionally either because they are unaware or do not have the required skills. They also identified several reasons why students plagiarize that relate to students: Thinking the lecturer will not care; Thinking they will not get caught; Running out of time; Having no moral or ethical reason not to plagiarize; Not wanting to learn anything but just to pass the assignment; Not seeing the difference between group work and collusion; Not realizing the penalties; Having a poor attitude towards their teacher; Not being able to cope

with the workload; Making themselves believe that there is nothing wrong with it; Feeling that the task is completely beyond their capabilities; Believing that it is easy to cut and paste from the internet; Feeling external pressure to succeed; Always writing like that; Seeing it as a way to show a lack of respect for authority; Having the impression that the lecturer is not thorough; Trying to downplay the act; Feeling tempted by having so much information available; Believing that the policy will not be enforced; Believing that there are no preventative mechanisms in place; Believing punishments are not given if the student is caught;

3 METHODS FOR DETECTING AND PREVENTING STUDENT PLAGIARISM

Given the perceived complexity and diversity in the ways in which student plagiarism occurs, it can be concluded that Detection and mitigation can also vary depending on the situation.

3.1 Detecting Student Plagiarism scientific work of students who are guided on the online tutorial page

Detecting plagiarism is a difficult process that involves checking for similarities in text, words, phrases, and writing style. This process further requires analyzing the identified incidents to understand why they occurred and then to determine the intent to deceive, which is difficult to ascertain. Intentional deception is not easy and in some cases it may be difficult to come to a conclusion about whether there was an intent to deceive.

Plagiarism detection from similarity checks can be done in various ways that can generally be categorized as manual and automatic. Most manual strategies use approaches such as visual inspection of written documents, manual use of computer systems to search for text matches, writing style checks, and forensic analysis of documents. Based on the detection approach

3.2 Characteristic Phrase Manual Search

This involves taking any paragraph from a written document and performing a search on one or more search engines (e.g., Google). There are several definitive steps for this manual detection, such as looking for clues such as off-topic writing, identifying unusual formatting, jumbled citation styles, lack of references or citations in the work, anachronisms (when a submission refers to a long-past event as a current event), anomalies in diction and style, and when there are clear indicators of copying. Once the clues have

been identified, he suggests finding the source by checking: List sites for “free” or “for sale” papers; All publicly posted Web pages and Web pages containing articles that are free to users and can only be accessed by visiting the site directly; Pay-per-view databases via the Web; CD-ROM resources containing encyclopedias and several databases. Then, if the source is not found, he suggests searching for the paper online by checking a search engine (such as Google, AltaVista, etc.), some appropriate databases on the Web or the online databases of institutional libraries. Finally, he suggests that plagiarism detection software can be used if manual detection is still unsuccessful; such software can usually only perform text matching. The second category proposed is Text matching which involves a word-for-word comparison of one document with another set of documents. Checking textual features involves checking not only the similarity of the text but also the absence of other textual features, such as quotation marks, that would make the similarity acceptable. Therefore, he asserts that in order to determine that a paper has plagiarized features, it must be ensured that the document in question: Contains words and/or ideas that also occur in other papers; has a similarity to another person's writing that is not coincidental; fails to adequately connect its relationship to the previous one. This text matching approach differs from the first category which basically checks for similarities using phrases. This category of text matching is further differentiated based on the location of operation into cases where the comparison takes place: Locally on the user's computer, performing analysis on a local document database or using an internet search; Remotely on a server when the user uploads a document and the detection process also takes place remotely. In both cases, the detection can only indicate similarities but there is still a need to check these instances to determine whether they are examples of plagiarism or whether there are other reasons for the detection of similarities. In the second option, the use of text matching software is used. In the case of large classes as is the case in most federal and state universities Distance Education, it would be difficult to use this approach manually as most lecturers would not want to get involved. Given this, the use of digital tools to automate the process of detecting text matches becomes interesting. These tools (Turnitin, CopyCatchGold, Eve2, Ephorus, Urkund, WordCheck, etc.) work in different ways but are usually based on the comparison of two or more documents to detect the degree of similarity and identification of inconsistencies it is necessary to assign a numerical value called a similarity score to each document. This score is usually based on different metrics that can be parameters and aspects within the document. Plagiarism detection is not the same as basic authorship attribution checking, but is also related

to the content. Although text matching is relatively easy to detect, some forms of plagiarism (ideas, processes, unpublished works, large amounts of copyrighted material, non-digitized sources, and works written by others) may not be detected by text matching tools. The third category suggested is understanding the individual and unique writing styles of different people which will enable analysis of these writing styles. This manual process can be done in the same document where the plagiarism check is being carried out or can be compared with previous written documents by the same author (student). The disputed writing can be evaluated using various factors within the same writing. These factors can include common spelling errors, changes in vocabulary, use of punctuation and general structural features such as word count, sentence length distribution, etc. Very large class sizes mean that this approach will be difficult to adopt in most distance education universities except for private universities where class sizes are manageable so that lecturers can understand the writing styles of students and keep records of their previous writing. Although some of these approaches and current text matching software work well in detecting similarities: There are deliberate attempts to disrupt their workings by using extensive paraphrasing with the help of synonym markers, syntactic variations or different expressions for the same content; Plagiarism is based on documents that are not available in electronic format; Plagiarism crosses language boundaries. In universities where students use textbooks and lecturer handouts (such as in Distance Learning) and rarely submit coursework electronically to a database, instances of plagiarism may be based on documents that are not available electronically, or in an accessible database. In such cases, it becomes difficult to detect instances of digital plagiarism; therefore, manual use of search engines for text matching and style checking becomes a very useful option if class sizes are manageable. These factors may include common spelling errors, changes in vocabulary, use of punctuation and common structural features such as word count, sentence length distribution, etc. The very large class sizes mean that this approach will be difficult to adopt in most Distance Education universities except for private universities where class sizes are manageable so that lecturers can understand the writing style of students and keep records of their previous writing. Although some of these approaches and current text matching software do a good job of detecting similarities: There are deliberate attempts to disrupt their way of working by using extensive paraphrasing with the help of synonym markers, syntactic variations or different expressions for the same content; Plagiarism is based on documents that are not available in electronic format; Plagiarism crosses language boundaries. In universities where students use

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3.3 Preventing Plagiarism of scientific work of students who are guided on online tutorial pages

Several attempts have been made by researchers to prevent these different types of plagiarism. The main concern is how best to use various electronic systems to detect student plagiarism. They argue that there is an aspect missing from the debate, namely the recognition of plagiarism as a complex problem. Efforts to reduce student plagiarism are not just about detecting it, but include everything that involves the institution, the lecturer, and the student. To some extent, this is a historical note on the research side as the debate has now moved on and its complexity is more generally recognized. However, much remains to be done in some countries that have been less involved in previous research.

Preventing inappropriate collusion as a form of student plagiarism. They report on their progress and findings on an action research project designed to address the problem of collusion among postgraduate students on an international MBA programme at a management school in a UK university. The action research found that a case study approach to the task that had been largely designed to prevent collusive plagiarism among students had been replaced. The researchers used mixed methods involving the use of 5 student interviews, 1 focus group discussion session with UT Jambi regional tutors, and the distribution of a self-administered questionnaire to 182 participants.

They adopted a strategy whereby all submissions were made to Turnitin text matching software with extensive broadcasting of the dangers and penalties of malpractice before and after the survey. The findings were as follows: Students believed that assignments requiring reference to common sources meant that similar submissions were unavoidable; There was a mixed reaction to sharing materials, with some suggesting that it was unavoidable and others feeling that it was due to not wanting to fail or in some cases being unable to avoid failure; Self-reported incidence rates were low. These findings led to a number of specific changes relating to: Induction was revised to include formative assessment specifically on anti-plagiarism; Module content was enhanced to cover core skills taught throughout the first semester to address the difficulties these students faced; Staff support and staff development systems were adjusted to achieve greater awareness within the teaching team.

Their prevention strategy was effective, resulting in a reduction in the overall level of collusion among the groups studied. This strategy is good because it does not focus on one stakeholder group which would not be enough to prevent collusion from occurring. articulated a method for preventing student plagiarism that was reinforced by other researchers. These ideas are explained next. Informing students about institutional academic conventions can be challenging because they receive so much information as they begin their studies that it can be difficult for them to identify which information is most relevant. observes that regardless of the choice made to inform students, the essential facts should always be stated. He suggests being positive, emphasizing the connection between good grades and linking ideas and references before mentioning punishments. He also stresses the need to provide hints or indicate where help can be received for related problems :

3.3.1 *Teaching Skills*

the ongoing debate about who is responsible for providing plagiarism and citation instruction between the English department, the writing center, the tutoring center, instructors who incorporate a research component, or the library. A much earlier study by Scanlon and Neumann (2002) argued that faculty should focus on acting as educators and agreed with the idea of viewing students as learners who may not have the necessary academic writing skills. ways of teaching skills such as: offering a mandatory general course on study skills, making skills a required aspect of study, integrating skills into discipline-based instruction, and providing optional tutoring and academic support. Some of the skills needed relate to basic note-taking, proper citation and referencing procedures, use of reference management software, essay writing, paraphrasing, summarizing, etc. Like this approach, an instructional prevention system through the development of a course on responsible research behavior that would explore various research integrity issues. She identified the need to incorporate research integrity into continuing education with instruction on plagiarism and a focus on ethical writing.

3.3.2 *Establishing and Implementing Institutional Policies and Culture*

The need to foster a culture of honesty and integrity that clearly states that “plagiarism in any form is unacceptable” within the academic community. Where an inclusive approach is desired, an effective institutional culture and plagiarism policy are needed that will make plagiarism more difficult to occur. Wachidah, (2013) Institutional policies provide guidelines for the prevention of plagiarism, the task of detecting it lies directly with the lecturers because of their close contact with students. Much can be done to detect plagiarism, although there is a need to report such cases to the appropriate person so that students can be assessed consistently according to institutional guidelines and procedures.

If these institutional policies exist, and have not been reviewed, evaluated, and updated in the “last few years,” then they may not be fit for purpose.

List some ways to identify agencies that require policy review as agencies that do not have: Clear documented evidence of the teaching of skills required for students to comply with the conventions of academic writing; Clear evidence of institutional promotion of academic integrity for staff and students; A clear approach to creating awareness of academic regulations; Creating awareness of students’ academic responsibilities; Staff development activities in the

prevention of plagiarism; A process for updating staff on current procedures and regulations, course design, plagiarism detection and legal responsibilities; A systematic and coherent approach to collecting and archiving data on plagiarism cases;

A consistent approach to preventing plagiarism may be seen in staff taking individual decisions in dealing with cases of plagiarism identified in student work; Accurate case statistics.

3.3.3 Using Assessment to Prevent Plagiarism

Some researchers have argued that the structure of assessment is a factor in student plagiarism because students may view assessments as simply a means to “pass” and progress in life. Others have argued that the likelihood of plagiarism is minimized if assignments are made difficult for students to easily find the answers using search engines. This strategy is referred to as “setting barriers in the course”. In line with this view, a number of researchers have identified that focusing on the “process” rather than the “product” is an effective way to prevent student plagiarism. To prevent plagiarism, they suggest providing clear and specific instructions and using signed statements of originality. However, assessment as a tool to enhance learning and detect plagiarism. Learning can be assessed by requiring outlines or lists of sources and annotated drafts instead of essays in some cases. Another innovative method of assessment that has also been suggested as a possible deterrent is the use of reflective journals, suggesting that other types of assessment can be used to verify authenticity in the form of open book tests, in-class or supervised assignments, and random viva voce interviews.

3.3.4 Establishing and Applying Sanctions

Implementing all of the above suggestions without imposing penalties may not produce the desired results. A comprehensive or holistic approach to preventing plagiarism must include providing students with information about the potential consequences of their failure to comply with academic regulations. One of the strongest deterrents is the fear of being caught and what might happen as a result, it seems clear that the implementation and enforcement of penalties must be part of a holistic approach to preventing plagiarism. Uniformity is needed in the process of imposing penalties across faculties and institutions.

4 CONCLUSION

Although some universities recognize the issues surrounding academic integrity and manage plagiarism in some way, most of these management strategies are essentially detection, prevention, and provision of information about plagiarism. Such actions may not lead to sustainable management practices for plagiarism and academic integrity. Students generally have an unmistakable understanding of the forms of plagiarism. The word that ranks highest is plagiarizing, which does mean copying in an unjustifiable way. "Sustainable" reform refers not only to students engaging in ethically sustainable academic practices, but also to allowing institutions to engage in discussions about the philosophy and practices of plagiarism management as a whole, a holistic approach to plagiarism management, through the adoption of appropriate dialogue about the relationship between academics, universities, and students. Pratiwi (2021). In the academic world, upholding ethical values is very important because it is included in the affective education component proposed in Bloom's taxonomy theory. Education is not only about honing cognitive and psychomotor abilities, but also affective values related to how a person acts and behaves. Therefore, several steps must be taken by various parties, from the government to the community. Efforts that can be taken to overcome the problem of plagiarism in Indonesia can be done through two approaches.

4.1 Current or Proposed Solutions

The conceptual review shows that the focus on factors influencing plagiarism as "a concept" and not "plagiarism practices" of students' scientific work under guidance in online tutorial pages is closely related to a number of issues. These identified issues are: advances in Information and Communication Technology (ICT); advances in knowledge and understanding of educational concepts and systems that continue to develop with the advancement of this technology.

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