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A PLAGIARISM AMONG UNIVERSITY STUDENTS

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ABSTRACT
Plagiarism is an ethical violation in academia that still frequently occurs in higher education environments. Students, as the main subjects in the learning process, are expected to have academic integrity; however, many are involved in plagiarism. This study aims to analyze the causes and impacts of plagiarism among students and to provide preventive solutions that can be implemented by educational institutions. The method used in this research is a literature study with a descriptive qualitative approach. The findings indicate that a lack of understanding of academic ethics, academic pressure, and the development of information technology are the main causes of plagiarism. The impacts include damage to the reputation of individuals and institutions, a decline in the quality of graduates, and hindered advancement of knowledge. Addressing plagiarism requires collaboration between students, lecturers, and institutions through educational and regulatory approaches.

INTRODUCTION

Plagiarism is one of the most critical issues currently faced in the world of education, particularly in higher education institutions. The term plagiarism originates from the Latin word plagiarius, which means "kidnapper" or "pirate." In the modern context, plagiarism is understood as an act of intellectual theft or deceit, where one takes or copies another person's work, either in whole or in part, without citing the original source and claims it as their own. This act falls into the category of serious academic ethical violations because it undermines fundamental scholarly values such as honesty, integrity, and academic responsibility.

The phenomenon of plagiarism has become widespread among university students and has grown into a complex global issue. In Indonesia, various cases of plagiarism have involved academic community members across different levels, ranging from students to high-ranking officials of educational institutions. Easy access to digital technology, low academic literacy, academic pressure, and weak enforcement of scholarly ethics are among the main factors contributing to the rampant practice of plagiarism.

Students, as part of the academic community, have a moral and academic responsibility to produce original work based on critical and independent thinking. However, in reality, many students fall into plagiarism due to a lack of understanding of citation rules, poor academic writing skills, and insufficient academic guidance from institutions. In university settings, plagiarism often occurs because students receive excessive assignments that do not align with the time available, leading to copy-paste behavior. In some cases, students simply do not know how to properly cite or reference sources (Herqutanto, 2013).

The high rate of plagiarism indicates that the problem is systemic and cannot be resolved solely through an individual approach. A comprehensive effort is required, including education on academic writing ethics, the enforcement of academic regulations, and a reform of learning systems that emphasize the values of honesty and intellectual responsibility.

Based on this background, this study aims to analyze the main causes of plagiarism among students, examine its personal and institutional impacts, and offer preventive and curative

solutions that can be implemented by higher education institutions to foster a healthy and dignified academic culture.

METHOD RESEARCH

This study is a descriptive qualitative research using the library research method. This approach is used to gain an in-depth understanding of the phenomenon of plagiarism among university students by analyzing various relevant literature sources.

Library research was chosen because it allows the researcher to access a wide range of academic literature to examine the causes, impacts, and prevention strategies of plagiarism through theoretical and conceptual perspectives developed by experts.

RESULT AND DISCUSSION

The word plagiarism comes from the Latin word plagiarius, which means robber or pirate. In the Kamus Besar Bahasa Indonesia (1997), the term plagiarisme or plagiat is defined as the act of copying or taking someone else's writing, opinion, and so on, and presenting it as one's own. Meanwhile, Regulation of the Minister of National Education No. 17 of 2010 on the Prevention and Handling of Plagiarism in Higher Education defines plagiarism as the act—intentional or unintentional—of obtaining or attempting to obtain academic credit or scores for a scientific work by quoting part or all of another person's work and/or scientific work and claiming it as one's own without proper and adequate citation of the original source (Depdiknas, 2010).

In modern terminology, plagiarism is interpreted as an act of intellectual theft or deceit that harms the original creator of the work. Kompas daily defines plagiarism as the act of taking someone else's writing, opinion, or idea and presenting it as if it were the result of one's own thinking (Kompas, 2010). In the academic domain, plagiarism is defined as the act of copying or using part or all of another person's work without giving appropriate attribution or recognition to the original source (Morgan, 2005). This act reflects academic dishonesty and includes various forms such as direct copying (copy-paste), paraphrasing without citing sources, self-plagiarism, and the use of third-party services to complete academic tasks or papers (ghostwriting).

From several explanations of the definition of plagiarism, it is clear that a scientific work/research assignment is considered to contain elements of plagiarism if the author of the work/assignment takes someone else's creative work and claims it as his own, and/or quotes someone else's ideas or words in his work without any clear and proper acknowledgement for the true owner. In other words, an act is considered plagiarism when the reference source is not written correctly or is not precise, causing the reader to think that the published written work/research is purely the product of the plagiarism perpetrator's thoughts (Bahri & Trisnawati, 2018).

Plagiarism is considered a serious academic violation because it undermines the core values of higher education—honesty, originality, and scholarly responsibility. This act not only affects the individual offender but also tarnishes the reputation of the institution and compromises overall academic integrity. The phenomenon of plagiarism has become a serious and complex issue in global education, including in Indonesia. With the increasing access to digital information and high academic demands, plagiarism has become easier to commit and more difficult to detect manually. In his book Malpractice in Education, Wibowo cites Wikipedia, which defines plagiarism as the act of copying or taking written works, ideas, concepts, or opinions from others without permission or acknowledgment and presenting them as one's own (Agus Wibowo, 2010).

Plagiarism is not merely an individual violation of academic ethics; it has developed into a systemic problem involving multiple elements within the higher education environment in Indonesia. This practice is committed not only by students but also by lecturers and even academic officials, who are supposed to set an example in upholding academic integrity. This

situation reflects the weakness of academic supervision structures and the lack of a strong scholarly culture in many educational institutions.

Students, as intellectual individuals and future leaders, have a moral responsibility to maintain originality in their thinking and to adhere to the foundational principles of scholarship. They are expected to think critically, produce original works, and demonstrate integrity in every academic process. However, in reality, many students still fall into plagiarism. This is generally not due to malicious intent, but rather a combination of several interconnected factors.

One of the main causes is students' lack of awareness regarding the legal and moral consequences of plagiarism. Many students do not understand that plagiarism is not just a technical error but an ethical violation that can lead to academic sanctions or even expulsion. In addition, low academic literacy—particularly in scientific writing and citation techniques—is a serious obstacle. Students often cannot distinguish between paraphrasing and plagiarism due to a lack of proper training in academic skills.

The pressure of academic workloads, especially near assignment or thesis deadlines, often pushes students to take shortcuts by copying others' work. The lack of intensive guidance from academic supervisors and a permissive academic culture toward ethical violations further exacerbates the problem. In some cases, plagiarism is even considered normal or is ignored by the surrounding environment because it has become a common practice that is not firmly sanctioned.

The high incidence of plagiarism in various higher education institutions in Indonesia shows that this issue cannot be resolved solely by punishing the offenders. A comprehensive and strategic approach is needed. This includes improvements in educational policy, such as the development of clear academic ethics guidelines, capacity building for both lecturers and students in information literacy and academic writing skills, and the strict and consistent implementation of plagiarism detection systems.

Furthermore, it is important to build a healthy and dignified academic culture where values such as honesty, responsibility, and respect for intellectual work are upheld. Synergy between students, lecturers, and institutions is the key to preventing and addressing plagiarism. Efforts such as academic ethics seminars, scientific writing training, the use of digital detection systems like Turnitin, and intensive academic mentoring can serve as concrete steps toward creating a learning environment free from plagiarism.

Therefore, plagiarism is not only a technical challenge but also a moral and cultural one. Effective prevention requires a paradigm shift in the higher education system, so that students are not merely focused on grades but also understand and embody noble academic values throughout their learning journey.

Forms of Plagiarism

The forms of plagiarism most commonly committed by students are as follows:

1. Direct Plagiarism

   This is the most obvious and easily recognizable form of plagiarism. A person deliberately copies another person's text or work in its entirety—be it sentences, paragraphs, or even an entire academic paper—without citing the source or giving credit to the original author. This act is a serious violation of academic ethics. In university settings, this often occurs due to the overwhelming number of assignments students receive, which may not align with the available time, leading to copy-paste practices. Sometimes, the student simply does not know how to properly cite sources (Herqutanto, 2013).
2. Mosaic Plagiarism (Partial Plagiarism)

   In this form, the perpetrator takes specific parts from various sources, such as phrases, technical terms, or sentences, and rearranges them into a new text without

crediting the original sources. Even if the sentences appear different, the main ideas and structure still originate from others, so this is still considered plagiarism.

3. Self-Plagiarism

   This occurs when a person reuses their own previously published, submitted, or assessed work without disclosing that it is not new. For example, a student submitting an assignment from a previous semester for a different course without the lecturer's permission.

4. Unintentional Plagiarism

   This form usually happens due to a lack of knowledge or carelessness, such as forgetting to cite a source, citing incorrectly, or not understanding proper paraphrasing techniques. Although unintentional, this act still qualifies as plagiarism and can have serious consequences if not corrected.

5. Complete Plagiarism

   This is the most severe form of plagiarism, in which someone takes an entire work—such as an article, paper, report, or even thesis—and claims it as their own. This is a serious offense against copyright and academic integrity.

6. Source-Based Plagiarism

   This occurs when someone includes sources that are irrelevant, inaccurate, or even fake to support arguments in their work. Sometimes, the person mentions references that they have never actually read or used, simply to make the work appear more scholarly. An environment in which many students already engage in plagiarism can also encourage others to do the same (Sukaesih, 2018).

7. Paraphrasing Without Citation

   In this form, the perpetrator changes sentence structures or uses synonyms from the original source without citing it. Even if the wording is not identical, the ideas and information still come from someone else and must therefore be properly credited.

Causes Of Plagiarism

Plagiarism has become something appealing that eventually turns into a habit practiced by many people. It has even become a hobby for some, particularly among students working on reports or academic papers. Students often have numerous reasons for making plagiarism a habitual action (Silvana, Rullyana, & Hadiapurwa, 2017). There are many causes that lead students to choose plagiarism over finding facts and writing independently (Munif, Akbar, Tantra, & Ilavi, 2017). Here are several reasons why plagiarism occurs among students:

1. Laziness to Think: Students are often reluctant to think critically or develop their own arguments, so they prefer to copy someone else's work. They avoid the complex process of searching for facts and choose the easier route of plagiarizing. In other words, a student prefers shortcuts rather than going through various steps to produce a piece of work under their own name (Bahri & Trisnawati, 2018). Moreover, laziness to think becomes the main reason they resort to plagiarism. They believe that plagiarism allows them to complete assignments more easily and with guaranteed accuracy (Santoso, 2015).
2. Deadline Pressure: In addition to mental and physical laziness, tight deadlines given by instructors also become a reason why students choose to plagiarize rather than create original work (Nadeak, 2013). Plagiarism speeds up the completion of assignments and increases the chance of achieving the expected result (Yuliati, 2012).
3. Lack of Understanding about Plagiarism: Many students do not fully understand what constitutes plagiarism or how to distinguish it from legitimate academic writing techniques like citation and paraphrasing. For example, when students take

a sentence from a source and only change a few words without citing the source, they may believe it counts as paraphrasing, while it still qualifies as plagiarism.

Additionally, some students are unaware that direct quotes must be enclosed in quotation marks and followed by a clear citation, either in a footnote or bibliography. This lack of knowledge about proper academic writing rules often causes them to unintentionally violate academic ethics. Therefore, education on proper writing techniques such as how to write direct quotes, indirect quotes, and paraphrases with citations is crucial to prevent unintentional plagiarism.

Aside from the reasons mentioned above, there are also causes beyond the students' control. One of them is the overlap of multiple assignments, which leads students to choose plagiarism (Prihantini & Indudewi, 2016). In such cases, plagiarism involves copying someone else's work and pasting it as if it were their own, which is clearly a wrongful act. This is problematic because plagiarism is governed by laws that must be followed by anyone committing it (Zalnur, 2012).

The Impact Of Plagiarism

Plagiarism has profoundly detrimental effects on both individuals and institutions, and its consequences are often not only short-term but also long-lasting. Academically, plagiarism damages the integrity and credibility of students by demonstrating their inability to produce original work. This directly affects the student's academic performance and personal reputation. Educational institutions are also harmed, as the quality of their graduates may be questioned, ultimately tarnishing the institution's reputation in the eyes of the public. When plagiarism occurs repeatedly and is not taken seriously, it can foster an academic culture permissive of dishonesty and weaken educational quality standards.

Students found guilty of plagiarism are at risk of receiving serious sanctions from the university, ranging from grade deductions, assignment or exam cancellations, to suspension or even expulsion. These penalties directly affect the student's academic progress and may delay graduation. Furthermore, plagiarism erodes the trust of lecturers and fellow students toward the offender, who may be perceived as irresponsible, dishonest, and unfit to be a partner in group work or academic collaboration. This can lead to social and academic isolation.

From a learning perspective, plagiarism hampers the development of critical thinking and academic writing skills because students do not practice understanding, analyzing, or expressing ideas in their own words. As a result, they fail to master the material thoroughly and often lack the thinking skills required in the workplace. Even in professional contexts, plagiarism can become a time bomb that destroys someone's career. If plagiarism is discovered in work reports, academic papers, published articles, or proposals, individuals can lose their positions, academic titles, or other professional opportunities.

Moreover, plagiarism can lead to legal consequences, especially when the copied work is protected by copyright laws. Offenders may face criminal or civil lawsuits filed by the original creator, with legal consequences such as fines or imprisonment. This significantly increases the moral and social burden on the offender. In the world of research and scientific publication, plagiarism is considered a serious offense that can result in the retraction of journal articles, termination of research collaborations, and freezing of research funding. The academic or professional reputation of someone proven to have committed plagiarism is extremely difficult to restore and may permanently damage their career.

Preventing Plagiarism in Academic Writing

Students need to be given a clear understanding of what plagiarism is, its various forms, and its impact on academic reputation. Instilling the value of intellectual honesty from an early age will help shape a responsible attitude toward the scientific work they produce.

In addition to education, technical training in academic writing is also very important. A lack of skills in writing and citing sources often causes someone to unintentionally commit

plagiarism. Therefore, students must be taught how to paraphrase correctly, use direct and indirect quotations, and compile bibliographies in accordance with applicable guidelines.
Technological advances can also be utilized to prevent plagiarism. Many applications and software such as Turnitin, Grammarly, or Plagscan can help detect the level of similarity between a written work and other sources on the internet. The use of these tools encourages students to be more careful and responsible in writing. In terms of assessment design, educators should create assignments that demand originality, such as personal reflections, critical analyses, or case studies based on real-life experiences. These types of tasks are more difficult to plagiarize because they require deep thought and personal perspectives.
Some important aspects to consider in preventing plagiarism in academic writing include: (Sulistyaningsih, 2017)

1. Honesty within the Writer

   Honesty is the primary foundation in every form of scientific activity. In the context of academic writing, honesty is an irreplaceable value because it plays a direct role in ensuring the integrity and authenticity of a work. Without honesty, the meaning of science is lost and public trust in the academic world could collapse. Honesty in writing is not just about refraining from cheating or copying, but is a deeper reflection of personal integrity that comes from the innermost conscience (conscience), which cannot be forced or fabricated. This value grows from self-awareness, shaped through early moral and mental education, and enriched by learning processes and life experiences, including the understanding of academic ethics.

   An honest writer will always acknowledge their own limitations and appreciate the contributions of others. They will not claim an idea, theory, data, or sentence that does not belong to them as their own. This is important because in the academic world, acknowledging sources and references is a fundamental part of scientific honesty. However, in practice, many people unintentionally violate this principle due to a lack of knowledge. For example, a student or beginner writer ma y want to convey a theory from a book or journal they have read, but do not know how to cite it properly. They copy sentences or data and insert them into their work without referencing the source, either due to ignorance of citation techniques or not realizing the importance of doing so. This is where mastery of academic skills becomes crucial.

   To maintain honesty in scientific writing, every writer must understand the basics of academic writing, including:

   1. The ability to create correct and original sentences by rephrasing information from other sources using their own words (paraphrasing).
   2. Mastery of citation techniques, both direct (taking the exact text from the source) and indirect (conveying someone else's ideas using one's own language). Knowledge of how to cite images, tables, or figures so that any visual data not generated by the author is properly attributed.
   3. Compilation of bibliographies according to certain standards, such as APA, MLA, or Chicago style, so that readers can trace the original sources used.

   True honesty in writing is not always visible to others. A work may appear original, but in reality, large parts may have been secretly copied. Therefore, only the writer themselves and God truly know whether the work is a pure result of personal thought or a collection of others' ideas taken without permission. The awareness that a scientific work is not just a requirement to complete an assignment, but a contribution to the advancement of knowledge, will help writers be more honest and responsible. In the long run, this honesty will not only build a good academic

reputation but also reflect the individual's moral quality. Therefore, moral education, spiritual value reinforcement, and academic skill development must go hand in hand to produce writers who are not only intelligent but also highly principled.

2. Developing a Personal Writing Style

   Developing a personal writing style is an essential step in preventing plagiarism. Writing style refers to a person's unique way of expressing ideas, constructing sentences, selecting vocabulary, and structuring paragraphs. Each writer has a distinctive style that is reflected in the way they write and communicate their message. This style does not emerge instantly, but is formed through a process of learning, reading, and consistent practice. With a personal writing style, a writer finds it easier to express original thoughts without heavily relying on words or sentence structures from other sources. This is particularly important in academic contexts, where originality and authenticity of thought are highly valued. When a writer is accustomed to writing in their own style, the risk of committing plagiarism, whether intentionally or unintentionally, is greatly reduced.

   To develop a personal writing style, several steps can be taken:

   a. Reading various sources helps enrich one’s reference of language and writing structures. Exposure to a range of writing—scientific articles, opinion essays, literature, or editorials—introduces different styles that writers can adapt to suit their context and needs.
   b. Writing regularly is the key to forming and refining a personal style. Through consistent practice, a writer discovers their rhythm, preferred diction, and sentence patterns that feel most comfortable. Over time, this develops into a distinctive mark in every piece of writing.
   c. Trying different types of writing, such as scientific reports, opinion articles, short stories, or personal journals, helps writers understand how to convey ideas across various styles, increasing adaptability and enriching their writing voice.
   d. Receiving feedback from lecturers, peers, or mentors provides insight into strengths and areas for improvement. Constructive criticism can be used to improve writing structure and style over time.
   e. Reflecting on one's own writing by reviewing and evaluating it helps the writer identify whether the writing represents their thoughts well and whether the paragraph structure is logical. Asking questions like "Does this writing sound like me?" helps to sharpen the personal writing style.

   With a strong writing style, a writer not only produces original work but also brings added value in terms of creativity and academic uniqueness. A solid writing voice reflects the writer’s intellectual identity and becomes the foundation of integrity in scientific writing.

3. Paraphrasing Correctly

   Correct paraphrasing is one of the most crucial steps in preventing plagiarism in academic writing. Paraphrasing is the skill of restating ideas, concepts, or information from another source using different words and sentence structures, while still preserving the original meaning. This technique goes beyond simply replacing words with synonyms; it requires a comprehensive understanding of the source material so that the writer can rephrase it using language that fits their own style. Through paraphrasing, a writer demonstrates that they truly understand the material being cited and are not merely copying it verbatim. Even though the paraphrased version is different from the original text, the source must still be cited

to give proper credit and uphold academic ethics. This is essential because ideas still belong to someone else, and failing to cite the source—even after paraphrasing—is still considered plagiarism. Paraphrasing also helps writers incorporate quotes or information from multiple references into their writing more naturally without disrupting the flow of the narrative. By practicing paraphrasing regularly, writers not only avoid plagiarism but also improve their writing skills, deepen their understanding of readings, and develop a more original and reflective writing style.

4. Enhancing the Role of Educators in Preventing Plagiarism

   Educators at all levels of the education system have an obligation to guide their students in all aspects of learning and teaching, in accordance with the curriculum. An educator assigned the responsibility of supervising students in writing academic papers or theses must fulfill their role diligently and responsibly.

   The role of a supervisor is multifaceted, including:

   a. providing research ideas or academic writing topics when students lack direction,
   b. offering guidance on the overall structure and content framework of the academic paper,
   c. mentoring students on writing methods and research techniques that align with their objectives,
   d. advising on data processing and presentation,
   e. guiding the interpretation and discussion of the collected data,
   f. thoroughly reviewing everything the student writes in their academic paper,
   g. offering feedback or corrections on any deficiencies found in the paper, including sentence structure, citation techniques, and academic standards,
   h. serving as a role model by demonstrating proper academic writing practices. (Indriyanto, 2012)

   When educators perform their roles effectively, incidents of plagiarism can be reduced. This directly contributes to fostering academic honesty in the pursuit of scientific truth. Educators must serve as good role models and should never become plagiarists themselves. Unfortunately, such misconduct can occur and often relates to personal moral integrity. For example, a thesis advisor might publish a scientific article that closely mirrors the content of a student's thesis—from the introduction to the conclusion—without crediting the student in the formal publication. There are specific guidelines on how to cite data from one or more student theses when rewriting them into a publication. Educators are expected to be well-versed in these rules so they can teach their students more effectively and instill a strong foundation of ethical writing practices.

5. Strengthening the Role of Scientific Paper Reviewers in Preventing Plagiarism

   Reviewers of scientific papers are responsible for assessing the feasibility of a paper from various aspects, such as scientific relevance (both in terms of subject matter and content quality), formatting appropriateness, and language use, including correct citation practices. Reviewers must thoroughly examine the assigned scientific papers—whether they are written for career advancement by teachers, lecturers, researchers, or for publication. A careful review, carried out without intending to obstruct someone's career, can be highly effective in preventing plagiarism in academic writing. At this stage, exemplary behavior is also crucial—especially among reviewers—to ensure that plagiarism does not occur in papers, working documents, seminar papers (proceedings), workshop materials, or journal/bulletin articles.

6. Disseminating Research Results and Other Written Works through Journal or Scientific Bulletin Publications
   The goal of such publications is to widely share the development of science and technology through academic writing, enriching the body of knowledge available to the public, serving as reference material for researchers and academics, and supporting further studies by scientists interested in similar fields. When readers understand the purpose of publishing academic work and use it appropriately, plagiarism can be reduced. The exemplary conduct of high-caliber authors is essential to ensure that plagiarism does not occur in published scientific papers.
7. Instilling Integrity and a Sense of Shame for Plagiarizing Among Academics
   Educational institutions must cultivate academic integrity among students. With a strong sense of integrity, students can protect themselves from the temptation to copy and paste without citing original sources.
8. Enhancing the Role and Function of Research Supervisors
   Improving the function of research advisors can help significantly reduce plagiarism. With proper guidance, students are less likely to commit plagiarism due to ignorance or lack of skill.

9. Implementing Clear and Firm Sanctions Against Plagiarists
   Strict penalties discourage the general public—and students in particular—from engaging in plagiarism. Sanctions may include legal consequences or suspension from academic activities, serving as a deterrent to others.
10. Establishing Journal Databases at Every Research Institution
    Accurate and well-maintained databases allow academic professionals to verify whether a student's submitted work is original or plagiarized.

Several important aspects to consider in preventing plagiarism include:

1. Personal Honesty of the Author
   Honesty is the main foundation for upholding scientific truth. This value stems from conscience and cannot be faked, but it can be shaped through moral education and enriched with knowledge. Only the individual and God truly know whether a sentence or data in a written work is original or taken from someone else. Therefore, it is important for writers to understand the proper ways of writing and citing.
2. Recognition of Others' Works
   Acknowledging the works of others used as references is a form of honesty and part of academic ethics. This recognition can be reflected in proper citation, bibliography writing, and acknowledgments in introductions or prefaces.
3. Active Role of Educators in Preventing Plagiarism
   Educators have a significant responsibility in guiding students, especially in writing academic papers. Ideally, a supervisor should:
   a. Provide research ideas,
   b. Help develop the outline,
   c. Guide research methods and writing structure,
   d. Assist with data presentation and interpretation,
   e. Give detailed feedback,
   f. Serve as a role model in producing honest and original academic work.

   Educators must maintain integrity and avoid being perpetrators of plagiarism, such as copying a student's thesis into an article without acknowledging the student. Understanding academic ethics and writing rules is essential to prevent such violations.(Indriyanto, 2012)

4. Role of Academic Paper Reviewers

   Reviewers are responsible for assessing the eligibility of academic works in terms of content, format, and language, including the correctness of citations. Careful and honest reviewing is effective in preventing plagiarism, especially for works intended for publication or career advancement.

5. The Importance of Publishing Academic Works

   Disseminating research results through journals or academic bulletins can enrich the body of knowledge and serve as references for other scholars. If publications are properly understood and used in line with their academic purposes, plagiarism can be reduced. In this regard, role models among established authors are crucial for maintaining academic integrity.

Given the many negative impacts of plagiarism, comprehensive prevention and mitigation efforts are necessary. Collaboration among students, educators, and educational institutions greatly contributes to building an academic culture that is honest, critical, and responsible.

CONCLUSION

Plagiarism is not merely the act of copying someone else's work, but a serious violation of academic ethics and integrity. In the realm of education, plagiarism reflects a failure on the part of students to uphold the values of honesty, responsibility, and originality, which should form the foundation of the learning process. Plagiarism can occur for various reasons, such as intellectual laziness, deadline pressure, lack of understanding of proper academic writing techniques, and the ease of accessing information through the internet. Students who do not receive adequate guidance or education on how to cite, paraphrase, and compile references properly are more likely to commit plagiarism, whether consciously or unconsciously.

Plagiarism comes in many forms, including direct plagiarism, mosaic plagiarism, self-plagiarism, and paraphrasing without citation. Each type has its own characteristics, but all essentially violate the intellectual property rights of others. The consequences are not limited to grade reduction or administrative sanctions, but can also severely damage a person's academic and professional reputation in the long term. In higher education, if plagiarism cases are not addressed seriously, they can create a weak academic culture and erode public trust in the quality of the educational institution.

Therefore, preventing plagiarism must be a top priority for students, lecturers, and educational institutions alike. Prevention strategies such as providing comprehensive education on academic ethics, training in scientific writing skills, enforcing strict supervision systems, and fostering a culture of honesty and responsibility are crucial to implement. Additionally, technology such as plagiarism detection software can be used to monitor the originality of written work. By building collective awareness and supportive systems, plagiarism can be minimized and academic quality can be maintained. Ultimately, understanding and commitment to academic integrity will create a healthy, productive, and competitive educational environment.

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