Behavior and Factors Causing Plagiarism Among Undergraduate Students in Accomplishing the Coursework on Religion Education Subject

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Abstract

The objectives of this study were to analyze the behavior and causal factors of plagiarism among the undergraduate students in accomplishing their coursework in Islamic religion subject. The study used methods combination of qualitative and quantitative research or Exploratory mixed methods designs. Qualitative data were taken from 15 papers of group works in the subjects of Islamic religion, while quantitative data were taken using questionnaires towards 80 students who are taking course in Islamic religion at State University of Padang (UNP). Data taken from papers of groupwork were analyzed thematically with method of data collection, data reduction, data presentation and taking conclusion, while questionnaires were analyzed descriptively using SPSS software version 18.0 for Windows.Results of the document analysis found that there are three forms of behavior of student plagiarism in accomplishing the coursework, first: by quoting the entire writings of the other person without mentioning the source, second: by quoting part / half of the text / writings of others, third: by quoting the writing of others then converted into their own statements. While there are eight factors that cause plagiarism which are: not understand about plagiarism, the student's instant culture in accomplishing academic tasks, the high volume of academic tasks given by lecturers, students' low interest in reading, not enough time to find the answer in the book, the ease of Information Technology, low purchasing power and lack of knowledge in how to write a scientific papers.

INTRODUCTION

One of the premium credits in scientific works is the degree of originality conditions must be possessed by scientific work: authenticity, quality, objectivity, and honesty. The term 'authentic' does not mean that all of ideas, inspirations, and knowledge presented in one's scientific paper are all derived from themselves, but rather on the honesty in presenting the writings (Bada & Olusegun, 2016; Guy et al., 2014). So ethically in a scientific paper, if a word, sentence, paragraph, idea, inspiration, or opinion which presented were cited from someone else's property (sourced from the text or writings of others) then the writer should honestly and objectively mention the source of the text/writing where the quotation was taken (Benamara et al., 2017; Honig & Bedi, 2012).

Plagiarism comes from the Latin words *plagiarius* which means kidnapper and *plagium* which means kidnapping (Cook, 2014; Vani & Gupta, 2016). The word was first introduced by the Roman poet, Marcus Valerius Martialis, in the first century AD (Ruse-Khan, 2014). At that moment he complained about another poem whose words were the same as he had made. In 1601, the Latin word was incorporated into English by Ben Johnson into plagiarism (Sowden, 2005). By looking at the word root, it is clear that in the writing of academic reports, the plagiarism contains an element of intellectual fraud, because of the forced extraction of words/ideas without the owner's permission (Carroll, 2002; Helgesson & Eriksson, 2018; Sikes, 2009).

While Culwin & Lancaster, (2001); Debnath, (2016); Harris, (2002) explain plagiarism as follows:

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

According to Culwin & Lancaster, (2001); Hosny & Fatima, (2014); Ramzan et al., (2012) there are seven characteristics of plagiarism: admitting someone' writings as their own, admitting other people's ideas as their own, admitting someone else findings as belong to themselves, admitting the group work as self-property or self-produced, presenting same writing in different occasions without mentioning their originated, summarizing and paraphrasing (indirect quotation) without mentioning the source, summarizing and paraphrasing with mention the source but the sentences sequence and the diction still too similar to the source.

Referring to the above definitions, it can be formulated that, plagiarism is an act of stealing which committed by a person towards others person work or writing which later claimed as his own

work,either consciously or not Biagioli, (2012); Eaton, (2017); Singh & Guram, (2014). The term theft in this case is the stealing of other people intellectual works such as ideas, opinions, findings, conclusions, data, sentences and words, which are considers as intellectual work of originala uthor (Divan, A., Bowman, M., & Seabourne, 2015; Gasparyan et al., 2017; Hong, 2012).

In Indonesia, issues related to plagiarism have been regulated in the regulation of the Minister of National Education of the Republic of Indonesia (Haitch, 2016; Hamamah, 2017; Sikes, 2009). Mohammad No.17 of 2011. The regulation stated that plagiarism is an unintentional or intentional act of obtaining or attempting to take credit or value for a scientific work, by quoting part or all of the work and or scientific work of or the authenticity. According to Sowden, (2005) at least there are four another party, claimed as his own scientific work, without declaring properly and adequately the source.

Among the examples of famous plagiarism scandals in Indonesia is a plagiarism case of Mr. X, a prosecutor who was nominated as chairman of the Corruption Eradication Commission (KPK) (Larkham & Manns, 2002; Mambu, 2013; Seadle, 2016). He allegedly committed plagiarism in composing his doctoral dissertation. The case was revealed when the fit and property test conducted by the House of Representatives' commission suspected that Mr. X had committed plagiarism because he could complete his dissertation within a year. Wila Chandrawila, a member of the House of Representatives in Three commissions, who is also a professor at Law Faculty of Catholic University of Parahiyangan said, from his thirty-year experience guiding the students' dissertation, there was never any doctoral candidate able to complete his dissertation within a year (Chen & Chou, 2017; Honig & Bedi, 2012; Hu & Lei, 2015; Zalnur, 2012).

The case of plagiarism as mentioned previously is inline with the study results of Demerath, (2011) which concludes that, the act of plagiarism (plagiarizing) towards other people's scientific papers which are then claimed as their own works, have actually has been lasting for longtime, even plagiarism is not only committed by the scientific community such as students, lecturers and teachers, but also by public officials who are taking courses at academic institutions (Gokmenoglu, 2017; Sariffuddin et al., 2017).

In fact, this attracted the authors to conduct further research on issues of plagiarism behavior, especially among undergraduate students (Husain et al., 2017; Jiang et al., 2013; Martin, 2013). For example, how is the plagiarism behavior and what factors cause the plagiarism behavior. In addition, there is never been previous study with same subject has conducted by any lecturers of Islamic religion education of State University of Padang (UNP). The authors expected this research will broaden students' knowledge about plagiarism.

LITERATURE REVIEW

Previous researcher Moten, (2014); Pecorari & Petrić, (2014); Sentleng & King, (2012) states that the high rate of plagiarism in the academic community nowadays is proof that intellectuals such as students, professors, teachers, professionals were no longer uphold the principles of honesty and ethics in creating their original scientific work.

The act of plagiarism in the academic community does not only occurred in academic community at Asian countries, especially Indonesia, but also occurred in academic community of America and Europe. As example, the studies conducted by Pupovac et al., (2008); Yinlan & Chou, (2017), the results concluded that the research towards undergraduate students found that 30% of all respondents have conducting plagiarism in accomplishing their coursework. And the other 70% have ever conducted plagiarism in varied forms such as, taking the work of others, taking the main idea of another person's which then modify the outcome as his own idea and took the person's writing without including the source.

The study of Breen & Maassen, (2005), towards 425 students have concluded that, 40% of students have been using service provision ads to fulfill their college coursework. 12% of students have requested other students to complete their coursework and 21% of students claim to submitted a coursework completed by their friend, the results conclude that the factor of plagiarism are that students do not know and not well informed about what forms of action are considered as plagiarism. So that the behavior of plagiarism so freely happening among students when accomplishing the coursework or scientific papers during the course.

According to former Minister of National Education of Indonesia, Mr. Muhammad Nuh, the high rate of plagiarism in the academic community in Indonesia shows the lack of character, culture, and moral education in the academic community. The character education of such honesty, love of knowledge, respect for others, responsibility, hardworking should be instilled in early age. According to previous research, the character values which are instilled early in elementary school would imprinted on someone mind into his adult life (Murniyetti et al., 2016). That is, with the instilment of character values such as honesty, respect for others, responsibilities were expected to bring changes to the future of education in Indonesia.

METHODS

This research used combination of qualitative and quantitative method or better known as Exploratory mixed method design. According to Fetters et al., (2013); PH. and Chang, (2009); Subedi, (2016) this method is very appropriate to use if a researcher want to take research data with qualitative approach and quantitative approach. While Colorafi & Evans, (2016); Morse & Niehaus, (2016) describes the

method can also help researchers to understand the problem deeply and more complex, because the data were taken with two approaches.

Data source in the first stage was taken through content analysis towards forty (40) of student coursework (papers) of group work. Furthermore, data of the second stage was taken through a questionnaire distributed to eighty (80) students who were taking courses in Islamic religion subject at the State University of Padang (UNP). Data of the first stage was analyzed by thematic analysis, while data of the second stage was analyzed with descriptive statistics using SPSS software 18.0 for Windows. According to Gay, et al., (2006); Vaismoradi et al., (2013); Vogt et al., (2015); Yamamoto et al., (2012); Zientek, (2008) descriptive analysis is one of the most appropriate method to obtain, classify and analyze data in quantitative research.

RESULT AND DISCUSSION

For more details, in this section the authors will describe the general results of analysis as based on research objectives. First: an analysis of the form of behavior of student plagiarism in accomplishing the coursework of Islamic religion subject. Second: analysis of factors causing plagiarism behavior among students.

Form of Students' Plagiarism Behavior in Accomplishing the Coursework on Islamic Religion Subject

Based on data of fifteen (15) papers which have made in group work by students in Islamic Religion subject, the collective result of the document analysis has found three important themes. It was related to the form of plagiarism behavior that is often done by students in accomplishing the coursework in Islamic religion subject. The three themes are, first: to quote the entire writings of the other person without mentioning the source, second: to quote part or half of the text or writings of others, third: to quote the writing of others then converted into their own statements. To be clearly, it could be seen in the figure 1.
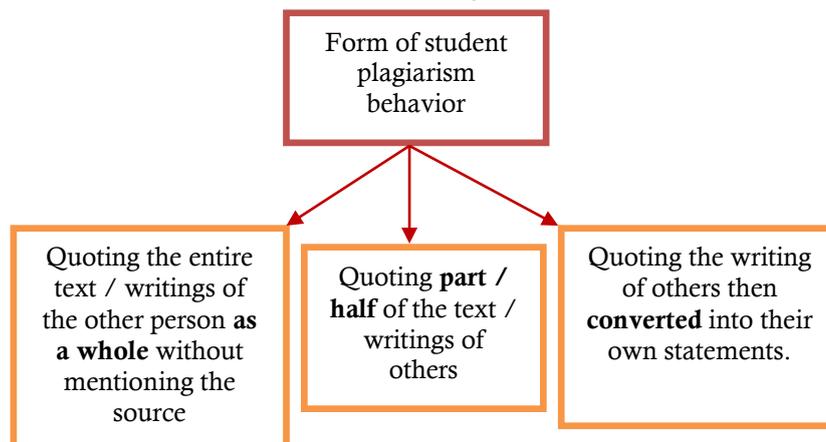

Fig 1. The form of behavior of student plagiarism in accomplishing the coursework of Islamic Religion subject

Based on the figure 1 above, the authors explain that there are three forms of plagiarism that are often done by students in accomplishing the course in group work of Islamic Religion subject.

First: is to quote the entire text or writings of the other person without mentioning the source, this is the most common form of plagiarism practice by students in accomplishing group coursework. In other words, the students directly copied the other people text or writings from online media such as website with slightest change of the redaction, or copied it all. The first form of behavior is the most often type performed by most students. Based on the results of the data analysis, the authors found that the students take the text or writing from electronic media such as internet obtained easily through various websites and blogs.

Other obvious evidence of this type of plagiarism behavior is, there are discrepancies in the type and size of letters used in the submitted paper, showing evidence that the text or writing is not typed directly or manually by the students but it were copied and pasted from various sources. Therefore it is not surprisingly that there are many punctuation errors and spelling, because the writing is not edited, so it is still like when the student took it from the internet.

Second, is to quote some or half of the text or writing of others. Plagiarism behavior by taking some of the text or writing of others is also commonly practice among students in accomplishing the coursework. Although they are not take the entire text or writing like the first behavior, but scientifically the acts still categorized as plagiarism behavior.

Third: in accomplishing the coursework, the form of plagiarism behavior often done by the students is by quote the writing of others then converted into their own statements. In this category, modifying the other people's text or writings is done by removing some of the ideas, inspiration and the concept of the taken text or writings to change the diction, so it will look like as written by the author himself.

Causal Factors of the occurrence of Plagiarism Behavior among Undergraduate Students

Table 1. Descriptive analysis of factors causing the behavior of plagiarism among students

No	In your opinion, what are the factor that cause student to plagiarize in fulfilling the coursework of Islamic religion subject	N= 80 respondents (Total respondents)			
		Frequency and Percentage			
		No	Doubt	Yes	Total
1	No knowledge about plagiarism	32 40,0%	16 20,0%	23 40,0%	80 100%
2	Instant culture of students in accomplishing academic coursework		32 40,0%	48 60,0%	80 100%

3	High volume of coursework from lecturers	11 13,8%	11 13,8%	58 72,5%	80 100%
4	Students' Low interest in reading		22 27,5%	58 72,5%	80 100%
5	Not enough time to solve coursework with books	11 13,8%	22 27,5,0%	47 58,8%	80 100%
6	Ease of Information Technology facilities		22 27,5%	58 72,5%	80 100%
7	Low purchasing power for buying books		11 13,8%	69 86,3%	80 100%
8	Lack of knowledge in how to write scientific papers.	11 13,8%	11 13,8%	58 72,5%	80 100%

Based on the results analysis as shown in table 1 above, there are eight indicators (items) factors that cause the occurrence of plagiarism behavior among students; five items are demonstrating quite high percentage. In other words, the five items were indicating the cause of the students' plagiarism behavior. The five items are: the students' Low purchasing power for buying books (yes = 86,3%), High volume of coursework from lecturers (yes = 72,5%), Students' Low interest in reading (yes = 72,5%), Ease of Information Technology facilities (yes = 72.5%), and Lack of knowledge in how to write scientific papers. (yes = 72.5%).

If the data closely observed, then it could be explained that from the five factors, three factors that cause plagiarism behavior actually comes from inside the students themselves namely: Low purchasing power for buying books, the Low interest in reading and lack of knowledge in how to write scientific papers. Strictly speaking, the students were lack of motivation and learning spirit towards academic subject. Furthermore, two factors which are caused by out of the student control namely: High volume of coursework from lecturers and the Ease of Information Technology facilities which simplified to take materials from the internet in accomplishing academic task (Gómez et al., 2013; Husain et al., 2017).

An also interesting fact that we found in this study is, the students unknowledgeable about plagiarism not actually the factor that causes the behavior, because many respondents (40.0%) stated that they know the plagiarism issues and it's malicious. While the factors of Not enough time to solve coursework with books (58.8%) and Instant culture of students in accomplishing academic coursework (60.0%) is also significant factors that contributed for the students plagiarism behavior, though it is not high in percentage.

The research findings have clearly demonstrated that there were plagiarisms among students in accomplishing religion education subject. The behavior clearly could be classified into three forms of plagiarisms, first: by quoting the entire writings of the other person without

mentioning the source, second: by quoting part/half of the text/writings of others, third: by quoting the writing of others then converted into their own statements (Sheard & Dick, 2011).

Based on the results of this research, in psychological theories, the behavior of stealing the other works or other people's text or writings as conducted by the students could be classified into a form of deviant behavior and even also considered immoral (Dreher, 2007). Some psychologists stated the plagiarists as human beings with the Machiavellianism personality or psychopaths, because this personality loves to lie, never feel guilty even if it harms others, impulsive and has no sense of empathy (Furnham et al., 2013; Giammarco et al., 2013; Jones & Sheridan, 2015).

While Amiri & Razmjoo, (2016); Camara et al., (2017); Rice & Greenberg, (2000) stated plagiarism behavior as: 'a personality trait involving a willingness to manipulate others for one' s own purposes." In addition to the personality type mentioned above, the character possessed by someone is also suspected for the deviant behavior as well as plagiarism. As we know that values are beliefs which related as what is perceived to be important to a person. If an individual believes that the material value can overcome anything, then its behavior will be directed to the achievement of that value. That way, the individual will direct all his efforts to realize the aspired values.

When associated with this study results, though the form of plagiarism actions undertaken by students are still just to fulfill the needs in coursework, but the author see this behavior is the first step for the student to re-do plagiarism behavior on other academic coursework such as mini-thesis, thesis or even dissertation. The results of this research are supported by previous study such as (Breen & Maassen, 2005; Carroll, 2002; Choo & Paull, 2013; Damri et al., 2017; Jones & Sheridan, 2015; Newton et al., 2014; Sentleng & King, 2012).

Furthermore, the data from second stage research has also revealed eight factors that cause the behavior of plagiarism namely: No knowledge about plagiarism, Instant culture of students in accomplishing academic coursework, High volume of coursework from lecturers, Students' Low interest in reading, Not enough time to solve coursework with books, Ease of Information Technology facilities, Low purchasing power for buying books, and lack of knowledge in how to write scientific papers.

It is undeniable that, the developments of technology have had a considerable impact towards changes in the way humans create, deliver and obtain information, and also in education-related information. It's just that the ease of technology is often misused by humans, not to mention students as the academic entity. Today, it is very simple for a student to get the information and materials needed to accomplish the academic task. In fact there is a term that, just ask anything to "Mr. Google". So it is not too surprisingly that if the development of

information technology became one of factors that simplified the plagiarism behavior (Babaii & Nejadghanbar, 2017; Murtaza et al., 2013).

In fact, a student can search for anything he want just by entering a few words into "the google" , and instantly all the information will come out and could be take in various ways. Even today there are so many websites that offering services for making paper, mini-theses, theses, dissertations and other scientific papers such as researchpaper.com, term papers-on-file.com. Other factors which also lead the students to instant culture and 'cut and paste' behavior includes; the high volume of coursework from lecturers, students' low interest in reading, not enough time to solve coursework with books.

In the end, it is certainly not easy to instantly inhibit and eradicate the plagiarism behavior. Since this issue is more related to personal integrity, ideally the student as an academic entity should avoid such deviant and immoral behavior. The plagiarism behavior should be eliminated in the scientific community, because it will ultimately harm the parties who conduct it and the victim parties over his right for intellectual wealth.

CONCLUSION

This study has revealed the forms of behavior and factors causing the occurrence of plagiarism among undergraduate students in accomplishing the coursework in religion education subject. There are three forms of plagiarism behaviors undertaken by students that are, to quote the entire writings of the other person without mentioning the source, quoting half of the text or writing of others and quoting the writing of others then converted into their own statements. While the cause of plagiarism behavior was background by eight factors which are; No knowledge about plagiarism, instant culture of students in accomplishing academic coursework, high volume of coursework from lecturers, students' low interest in reading, not enough time to solve coursework with books, the ease of Information Technology facilities, low purchasing power for buying books, and lack of knowledge in how to write scientific papers.

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