

IMPLEMENTATION OF ANTI-PLAGIARISM POLICY IN ACADEMIC SCOPE IN INDONESIA

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Abstract. *In the academic world, the problem of plagiarism is not new. This practice has become a serious threat to the integrity of science. In early 2018, the Ombudsman, a public service supervisory agency, reported a university official who was suspected of plagiarizing three of his scientific works. Through the use of the Turnitin application, a similarity level of up to 72% was found in the works. In this study, there are two problem formulations, namely, How is the Culture of Plagiarism in Indonesia and How is the Implementation of Anti-Plagiarism Policy in Indonesia. This article uses a literature study method, which involves collecting data by studying theories from relevant literature. The main cause of the rampant plagiarism in Indonesia is the mentality and culture of society that tends to want instant results and does not respect the intellectual work of others. The culture of respecting science and intellectual property rights has not been deeply rooted in society. Another contributing factor is the education system that has not supported creativity since early on. Students often complete their final assignments, such as theses or dissertations, by citing many references, especially from the internet, without citing the original sources. They ignore the appreciation for the hard work of the authors of the reference sources. As an anticipatory measure, the government through DIKTI has issued a number of policies, including the Regulation of the Minister of National Education Number 17 of 2010 concerning the Prevention and Handling of Plagiarism in Higher Education. Law Number 20 of 2003 and Law Number 12 of 2014 concerning Higher Education regulate sanctions in the form of revocation of degrees if scientific works that are a requirement for graduation are proven to be plagiarized. In addition, Law Number 14 of 2005 concerning Teachers and Lecturers regulates sanctions against violations of lecturer professionalism, although it does not explicitly mention plagiarism. Meanwhile, Law Number 19 of 2002 concerning Copyright states that the use of copyrighted works for education is not considered a violation if the name of the creator is still included.*

Keywords: *Academic, Implementation, Indonesia, Plagiarism*

1. INTRODUCTION

Plagiarism, according to the Big Indonesian Dictionary (KBBI), is the act of citing someone else's work and publishing it as one's own work without citing the original source.¹ This emphasizes the obligation to cite sources for every use of other people's ideas. The problem of plagiarism is not only limited to scientific works, but also includes other violations such as patent forgery, piracy of works, and copyright infringement. Plagiarism is a serious issue that threatens the trust and integrity of the academic world globally. In Indonesia, as in other countries, efforts to overcome plagiarism have become a priority in higher education policies. In addition to indicating a lack of understanding of the principles of research integrity, plagiarism also reflects a violation of writing ethics. The Indonesian government has established various policies, including guidelines and codes of ethics for scientific writing. However, its implementation is faced with challenges

¹Pusat Bahasa Departemen Pendidikan Nasional, 2008, *Kamus Besar Bahasa Indonesia*, Departemen Pendidikan Nasional : Jakarta.

such as variations in understanding among academics, lack of resources, and minimal awareness of the importance of writing ethics.

In the academic world, the problem of plagiarism is not new. This practice has become a serious threat to the integrity of science. In early 2018, the Ombudsman, a public service supervisory agency, reported a university official who was suspected of plagiarizing three of his scientific works. Through the use of the Turnitin application, a similarity level of up to 72% was found in the works. However, before this report was made, precisely on July 22, 2017, the Ministry of Research, Technology, and Higher Education (Kemenristekdikti) had provided clarification regarding the allegations.² According to the Ministry of Research, Technology and Higher Education, although there are substantive similarities in the abstract, introduction and conclusion, the articles do not meet the criteria for plagiarism.

In a scientific context, work that is proven to be plagiarized can result in the retraction or cancellation of publication, and even face legal action. Debates and controversies related to plagiarism should be viewed constructively by academics and writers in Indonesia. The cases that arise can be a lesson and motivation to strengthen the prevention of plagiarism. Not many academics understand the boundaries of plagiarism, as revealed in the author's experience when providing training on plagiarism in various scientific writing workshops. This shows that plagiarism often occurs due to ignorance or unintentionally (accidental plagiarism) compared to deliberate actions (deliberate plagiarism). Plagiarism can also occur due to negligence, such as not citing sources correctly or being less careful in citing (inadvertent plagiarism).³

This study aims to evaluate the implementation of anti-plagiarism policies in the Indonesian academic environment. By analyzing the factors that influence the success and obstacles to the implementation of the policy, this study is expected to be able to identify effective strategies to increase awareness and compliance with writing ethics in higher education. This study uses a theoretical framework, including policy implementation theory and organizational behavior theory, to understand the factors that influence the adoption of anti-plagiarism policies. Thus, the results of this study are expected to provide important insights for policy makers, university administrators, and researchers in strengthening academic integrity in Indonesia.

The increasingly widespread phenomenon of plagiarism is largely influenced by the advancement of misused information technology. Technology allows easy duplication of work, either in its entirety or as an adaptation, which can be prevented if each individual has awareness and ethics in working. Plagiarism is caused by various factors, including:

1. Cultural factors,
2. Lack of knowledge about scientific writing and anti-plagiarism,
3. Time pressure,
4. Indecisive punishment for perpetrators,
5. Misuse of information technology.⁴

The causes of plagiarism can come from internal (individual) or external (environmental) factors. The social environment often provides pressure, for example through the expectation that someone who is intelligent must have high grades and receive awards. This pressure can encourage dishonest behavior, including plagiarism. To prevent plagiarism, institutions need to develop effective programs and policies. These programs aim to equip individuals with knowledge about attitudes, behaviors, ethics, and sanctions related to plagiarism.⁵ In a higher education environment, the entire

²Khairunnisa, 2022, *Buku Ajar Pendidikan Budaya Anti Korupsi*, Zahir Publishing : Jakarta

³H.S. Dodi Riyadi, 2021, *Islam membaca realitas pendidikan, Kemanusiaan, Dan Perempuan*, Deepublishing : Jakarta.

⁴Irwani Akib et.al, 2016, *Fenomena Plagiarisme Mahasiswa*, Jurnal Equilibrium Vol. 04 No. 01.

⁵Muhammad Sobri, 2020, *Kontribusi Kemandirian dan Kedisiplinan Terhadap Hasil Belajar*, Guepedia: Praya.

academic community is responsible for preventing these actions by implementing and enforcing academic ethics.

2. RESEARCH METHODS

In this study, there are two problem formulations, namely, How is the Culture of Plagiarism in Indonesia and How is the Implementation of Anti-Plagiarism Policy in Indonesia. This article uses a literature study method, which involves collecting data by studying theories from relevant literature. There are four stages in literature study, namely preparing the necessary tools, compiling a bibliography, managing time, and reading and recording research materials. The data collection process includes searching and compiling information from various sources, such as books, journals, and previous research. The library materials obtained are then analyzed critically and in depth to support the arguments and ideas in the study.

3. RESULTS AND DISCUSSION

a. Culture of Plagiarism in Indonesia

Publication of scientific papers is now one of the main benchmarks in assessing the performance of academics, researchers, policy analysts, and various other professions. As a result, there is great pressure to publish scientific papers, both in order to meet academic demands and career requirements. This pressure has also driven an increase in the number of scientific journals and proceedings. Almost every university and government institution that has a research and study function now has its own journal. The relationship between the demands of publication and the existence of this publication media is mutually beneficial or inseparable mutualistic symbiosis.

However, in an effort to meet these demands, there are often violations of the code of ethics of scientific writing. Articles submitted for publication often contain indications of plagiarism. The term "plagiarism" comes from the Latin *plagiarius*, which means plagiarism. Simply put, plagiarism is the act of copying and using someone else's intellectual work without giving credit or citing the original source. Plagiarism consists of two main components: taking someone else's work and publishing it without citing the source. Both of these actions can be done intentionally or unintentionally.⁶

Intentional plagiarism is generally done by individuals who already understand the ethics of scientific writing, such as academics or practitioners, while unintentional plagiarism is more often done by novice writers, such as students and college students, who do not understand the rules of ethics. Although the causes are different, both intentional and unintentional plagiarism are still unethical and illegal acts that can damage the career and reputation of the writer. The increasing cases of plagiarism today are caused by several factors, including:

- (a) easy access to information via the internet;
- (b) high pressure to publish scientific works in the academic world or as a requirement for career advancement;
- (c) lack of self-confidence and writing skills, especially among novice writers;
- (d) limited time to complete scientific work;
- (e) lack of understanding of the concept and impact of plagiarism.⁷

The main cause of the rampant plagiarism in Indonesia is the mentality and culture of society that tends to want instant results and has little respect for the intellectual work of others. The culture of respecting science and intellectual property rights has not been deeply rooted in society. Another contributing factor is the education system that does not support creativity from an early age. In the classroom, students are rarely given the

⁶ Ryan Dwi Puspita et.al, 2024, *Penyusunan Karya Tulis Ilmiah: Sebuah Teknik Menyusun Karya Tulis Ilmiah*, Indonesia Emas Group : Bandung.

⁷Maura Azzahra Putri et.al, 2024, *Perlindungan Hak Cipta terhadap Plagiasi Video Konten Tekotok pada Aplikasi*, NEM : Jawa Tengah.

opportunity to speak freely, which ultimately hinders the development of creativity. As a result, habits such as cheating are considered commonplace, even starting from elementary school. Cheating has become part of Indonesian culture, done for various reasons, such as lack of self-confidence and inability to master the material. This habit continues until college, where students often complete final assignments, such as theses or dissertations, by citing many references, especially from the internet, without citing the original sources.⁸ They neglect to give credit to the hard work of the authors of the reference sources.

One of the causes of this habit is the National Examination (UNAS) system implemented by the government. UNAS requires students to pass with certain criteria without considering the differences in the quality of education in various regions. Uneven educational infrastructure and superstructure, coupled with less than optimal implementation of the curriculum, have worsened the situation. Policies such as installing CCTV during exams have been attempted to reduce the habit of cheating, but this step is considered ineffective. The culture of cheating has become something that is considered normal and not taboo in Indonesia.⁹ The ambiguity of legal sanctions against cheating makes this habit difficult to eradicate. Meanwhile, the role of teachers in overcoming this culture is very important, both through the application of discipline and the provision of strict sanctions. However, unfortunately, many teachers tend to allow cheating to occur without serious prevention efforts.

b. Implementation of Anti-Plagiarism Policy

Indonesia's delay in scientific publications compared to other countries is caused by the government's focus on prioritizing the quantity aspect of scientific work, especially at the international level. This approach that emphasizes quantity often ignores quality, including the prevention of plagiarism, which is a pressing problem in the preparation of scientific work by lecturers. Acts of plagiarism that are considered to violate scientific ethics not only threaten the reputation and existence of scientists, but also risk hindering the development of science in the field being studied. As an anticipatory measure, the government through DIKTI has issued a number of policies, including Regulation of the Minister of National Education Number 17 of 2010 concerning the Prevention and Handling of Plagiarism in Higher Education. However, the application of sanctions against plagiarists, such as dismissal, has caused controversy because it is considered to be an obstacle to the development of academic work.¹⁰ These harsh sanctions, amidst the low motivation and research ethos of lecturers, could backfire on universities and the government, especially due to the lack of efforts to systematically improve research ethos and interest.

In Indonesia, there are various legal norms that support the prevention and handling of plagiarism, ranging from the constitution to more specific regulations. The opening of the 1945 Constitution, especially the fourth paragraph, emphasizes the goal of educating the nation as the basis for the formation of government. Regulations related to plagiarism cover two main aspects: the development of science by academics and the imposition of sanctions for violations in the process. The development of science is regulated through the norms of academic freedom, freedom of academic speech, and scientific autonomy. On the other hand, violations such as plagiarizing the work of others are subject to sanctions in accordance with applicable regulations. Law Number 20 of 2003

⁸Dwita Meliani Harahap et.al, 2024, Analisis Perilaku Plagiarisme pada Lingkungan Akademis Mahasiswa serta Implikasinya terhadap Nilai Keadilan Sosial bagi Seluruh Rakyat Indonesia, *Pancasila and Civics Education Journal* Vol. 03. No. 01.

⁹Mahmuda, 2018, MENGGAGAS SISTEM PENILAIAN KELULUSAN: Analisis Problematika Moratorium Ujian Nasional Terhadap Peningkatan Mutu Pendidikan, *Prosiding Seminar Nasional & Temu Ilmiah Jaringan Peneliti*

¹⁰Ahmad Sanusi, 2019, EVALUASI PELAKSANAAN PEMBINAAN NARAPIDANA DI LEMBAGA PEMASYARAKATAN TERBUKA, *Jurnal Ilmiah Kebijakan Hukum* Vol. 13 No. 02.

concerning the National Education System is one of the important legal bases that supports regulations related to plagiarism and the development of science ethically.¹¹

Government Regulation Number 37 of 2009 concerning Lecturers and Government Regulation Number 17 of 2010 concerning the Organization and Management of Higher Education regulate the concept of academic freedom, freedom of academic forums, and scientific autonomy as the basis for implementing academic activities for the development of science. However, there are differences in the regulations regarding scientific autonomy in various regulations. Law Number 20 of 2003 limits scientific autonomy as the freedom and independence of higher education institutions in implementing the Tri Dharma, namely education, research, and community service. Government Regulation Number 37 of 2009 limits scientific autonomy to the freedom and independence of academics in developing science, while Government Regulation Number 17 of 2010 emphasizes freedom and independence in a specific and unique branch of science.

These three norms show inconsistencies: the first norm focuses on the institution, the second norm on the individual academic community, and the third norm on the field of science itself. Based on Stufenbau's theory, the lower norm, namely the Government Regulation, should refer to the higher norm, such as Law Number 20 of 2003. However, Government Regulation Number 17 of 2010 also stipulates that university leaders are required to ensure the implementation of scientific autonomy responsibly in accordance with scientific regulations and norms. Law Number 20 of 2003 and Law Number 12 of 2014 concerning Higher Education regulate sanctions in the form of revocation of degrees if scientific works that are a requirement for graduation are proven to be plagiarized. In addition, Law Number 14 of 2005 concerning Teachers and Lecturers regulates sanctions against violations of lecturer professionalism, although it does not explicitly mention plagiarism. Meanwhile, Law Number 19 of 2002 concerning Copyright states that the use of copyrighted works for education is not considered a violation if the name of the creator is still included.¹²

The Decree of the Minister of National Education Number 17 of 2010 also regulates the development of science, but only emphasizes academic freedom and scientific autonomy without covering the freedom of academic speech, which was previously regulated in the framework of academic freedom as a whole. Acts of plagiarism are often only revealed during discussions or presentations of academic opinions, which should be a space to test the originality of ideas and concepts. In this context, the Regulation of the Minister of National Education (Permendiknas) Number 17 of 2010 concerning the Prevention and Handling of Plagiarism appears to deviate from higher norms. This Permendiknas not only covers lecturers and students as academics, but also expands the application of these norms to include education personnel. This is contrary to other laws and regulations that only apply to academics. This expansion of scope has the potential to cause legal uncertainty. According to Stufenbau's theory, the legal system consists of a structured hierarchy, where lower laws must be based on higher laws and must not conflict with higher laws. In this case, Law Number 20 of 2003 is the basis and source of law for lower regulations, including Permendiknas Number 17 of 2010. The higher the position of a norm in the legal hierarchy, the more abstract and general its nature. Conversely, the lower the position of a norm, the clearer and more operational the norm. In this case, Permendiknas Number 17 of 2010 is the most operational norm related to the prevention and handling of plagiarism.

¹¹Siti Zulaekhah et.al, 2013, Rekonstruksi Norma Pencegahan dan Penanggulangi plagiarisme Sebagai Bentuk Perlindungan Hukum bagi Penulis, *Jurnal Media Hukum* Vol. 20 No. 02.

¹²Hari Sutera Disemadi et.al, 2021, Self-Plagiarism dalam Dunia Akademik Ditinjau dari Perspektif Pengaturan Hak Cipta di Indonesia, *Jurnal Legalitas* Vol. 13 No. 01.

Implementing an anti-plagiarism policy in an academic environment has a significant impact on academic writing and integrity. A well-implemented policy, coupled with formal education on writing ethics, can substantially reduce the incidence of plagiarism. In addition, the success of this policy is highly dependent on several key factors, such as the support and commitment of academic leaders, and the availability of resources for effective training and supervision. Raising awareness of the consequences of plagiarism also plays a key role in encouraging compliance with the policy. With a clear system for reporting and handling ethical violations, academics are more likely to be careful in using and respecting the work of others. However, challenges remain, including expanding the implementation of the policy to all faculties and disciplines, and improving monitoring and evaluation of compliance levels.¹³In addition, regular evaluation of these policies is important to ensure that ethical writing is maintained over time. Overall, this study emphasizes the importance of a robust and structured anti-plagiarism policy to support academic integrity and research quality in higher education environments.

On the other hand, the implementation of scientific writing ethics in Indonesia faces several quite complex challenges. One of the main challenges is the low level of awareness of the principles of writing ethics among academics and researchers. Many of them are not yet familiar with recommended practices, such as citing sources correctly and avoiding plagiarism. Limited knowledge of the legal consequences of ethical violations also affects the extent to which these norms are implemented. In addition, the lack of adequate educational infrastructure in providing formal training on writing ethics is also an obstacle.¹⁴Lack of support and adequate resources from institutions to implement strict policies on writing ethics also hampers efforts to prevent plagiarism. However, efforts to raise awareness and education on writing ethics are being undertaken by several institutions.

Regular training programs and intensive guidance for academics can help deepen understanding and improve compliance with ethical norms in scientific writing. To increase awareness and compliance with ethical writing, a comprehensive and coordinated approach is needed. The first step is to strengthen academics' understanding of the importance of respecting copyright and ethical principles in scientific writing. This can be achieved through comprehensive and continuous training programs, both for students and teachers. In addition, the implementation of clear policies, equipped with strict sanctions for violations of ethical writing, is a very important step. These policies should not only focus on enforcing the rules, but also on establishing an academic culture that upholds integrity and respects the intellectual work of others. A collaborative approach between educational institutions, publishers, and the scientific community can also strengthen awareness of ethical writing.¹⁵Initiatives such as seminars and workshops involving external parties can provide a forum for discussing and sharing views on best practices in implementing writing ethics.

CONCLUSION

The main cause of the rampant plagiarism in Indonesia is the mentality and culture of society that tends to want instant results and has little respect for the intellectual work of others. The culture of respecting science and intellectual property rights has not been deeply rooted in society. Another contributing factor is the education system that does not support creativity from an early age. In the classroom, students are rarely given the opportunity to speak freely, which ultimately hinders the development of creativity. As a

¹³Alika Nasywa, 2024, Implementasi Kebijakan Anti Plagiarisme dan Etika Penulisan Ilmiah di Lingkungan Akademik Indonesia, *Jurnal Socius* Vol. 01 No. 12.

¹⁴Dwi Daryanto et.al, 2024, Integrasi Moral Dan Etika dalam Pendidikan Agama Islam, *Jurnal Dinamika* Vol. 09 No. 01.

¹⁵Basiran et.al, 2023, Pelatihan Penyusunan Artikel Ilmiah Bebas Plagiasi, *Community Development Journal* Vol.04 No. 02.

result, habits such as cheating are considered commonplace, even starting from elementary school. Cheating has become part of Indonesian culture, done for various reasons, such as lack of self-confidence and inability to master the material. This habit continues until college level, where students often complete their final assignments, such as theses or dissertations, by citing many references, especially from the internet, without citing the original sources. They ignore appreciation for the hard work of the authors of the reference sources.

Plagiarism, which is considered to violate scientific ethics, not only threatens the reputation and existence of scientists, but also risks hampering the development of science in the field they are studying. As an anticipatory measure, the government through DIKTI has issued a number of policies, including the Regulation of the Minister of National Education Number 17 of 2010 concerning the Prevention and Handling of Plagiarism in Higher Education. Law Number 20 of 2003 and Law Number 12 of 2014 concerning Higher Education regulate sanctions in the form of revocation of degrees if scientific works that are a requirement for graduation are proven to be plagiarized. In addition, Law Number 14 of 2005 concerning Teachers and Lecturers regulates sanctions against violations of lecturer professionalism, although it does not explicitly mention plagiarism. Meanwhile, Law Number 19 of 2002 concerning Copyright states that the use of copyrighted works for education is not considered a violation if the name of the creator is still included.

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