Strengthening Academic Integrity to Prevent Plagiarism

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Abtract

Plagiarism is a pervasive academic and legal issue in Indonesia, undermining the integrity of education and often arising from a lack of understanding, time pressure, and the misuse of digital tools. It violates ethical and legal norms, as regulated under Law No. 28 of 2014 on Copyright, and institutional policies that impose academic, legal, and social sanctions. This Community Service Program was designed to promote academic integrity in writing and creative expression among students at SMKS Yos Anugerah, Batam, aiming to enhance their awareness of plagiarism, its legal consequences, and preventive strategies. The program employed a Community-Based Research (CBR) approach, beginning with observation and consultation with the school, followed by the preparation of outreach materials, including presentations, brochures, and banners. The legal education session, conducted on 15 April 2025, combined socialization with Problem-Based Learning (PBL) to encourage active engagement through discussion, questions, and a quiz. The results showed significant improvement in students' understanding of plagiarism and their commitment to ethical writing. Teachers and staff also demonstrated greater vigilance in guiding students. The program successfully fostered awareness, responsibility, and respect for academic integrity, contributing to the prevention of plagiarism in the school environment.

Keywords: Plagiarism, Academic Integrity, Copyright, Legal Education.

INTRODUCTION

The Community Service Program on plagiarism awareness is designed in response to the alarming prevalence of plagiarism in students' academic work. Plagiarism is unequivocally prohibited in the realm of education, as it constitutes an act of intellectual theft that violates fundamental principles of ethics and morality. Despite such prohibitions, plagiarism remains pervasive in academic settings (Arista & Listyani, 2015). One of the most common forms of plagiarism among students is the practice of copy-and-paste (copas) from various sources without proper citation. This practice is frequently found in academic tasks such as essays, term papers, reviews, articles, and even final theses (Makhfiyana & Mudzakkir, 2013). Moreover, plagiarism is no longer limited to simple copying. A growing phenomenon is the use of ghostwriting services, where students pay a third party to produce academic work that they subsequently claim as their own (Ruslan et al., 2020).

Plagiarism is not confined to students alone; it also occurs among academics. A notable case involved the Dean of Universitas Nasional (UNAS), Kumba Digdowiseiso, who in 2024 was found to have produced 160 papers indexed in Google Scholar, with three of his 2024 articles in the Journal of Social Science showing a similarity index as high as 97% (Irfan Jumadil Aslam, 2024). The problem is further compounded by the emergence of advanced tools such as ChatGPT, a form of Artificial Intelligence (AI) that offers unprecedented accessibility and reliability for data gathering, paraphrasing, drafting, and even responding to academic tasks. While AI can serve as a valuable aid, its improper use can facilitate academic dishonesty. Thus, it is critical to establish ethical guidelines to ensure that such technologies are not misused (Flaherty & Yurch, 2024).

Legal frameworks in Indonesia underscore the urgency of addressing plagiarism. The Regulation of the Minister of National Education of the Republic of Indonesia No. 17 of 2010 on the Prevention and Mitigation of Plagiarism in Higher Education mandates strict measures to curb

plagiarism. Furthermore, Law No. 28 of 2014 on Copyright affirms that proper attribution of authorship in scholarly works exempts such use from copyright infringement. Meanwhile, Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) No. 39 of 2021 on Academic Integrity stipulates administrative sanctions for plagiarism—ranging from grade reduction to the revocation of degrees, competency certificates, or professional licenses. In severe cases, offenders may face criminal sanctions of up to two years' imprisonment and/or fines of up to IDR 200 million.

Findings from previous studies further highlight the magnitude of this issue. Hasan et al (2016) observed that many students engage in plagiarism, driven largely by technological developments and the heavy academic workload. Riyadi HS (2017) emphasized that no higher education institution is entirely free from plagiarism, which not only causes financial losses but also inflicts immeasurable harm on the nation's moral fabric. Pratiwi & Aisya (2021) stressed that academic ethics are indispensable and that education must foster not merely cognitive skills but also integrity and ethical behavior—hence the urgent need to address plagiarism in Indonesia.

Grounded in these findings, this Community Service Program initiative seeks to promote academic honesty and raise awareness among students of SMKS Yos Anugerah about the importance of avoiding plagiarism. The program aspires to nurture values of integrity, self-confidence, and honesty, equipping students with the understanding that authentic learning is incompatible with intellectual dishonesty. This moment is therefore opportune to intensify the socialization of anti-plagiarism measures, including an explanation of the legal sanctions and penalties for offenders (Wibowo, 2012). By engaging students at SMKS Yos Anugerah, this initiative contributes to improving the quality of education and reinforcing the ethical foundations of future scholars.

SMKS Yos Anugerah is a private vocational high school (Sekolah Menengah Kejuruan/SMK) that focuses on equipping students with both academic knowledge and practical skills through its Field Work Practice

Program (Praktik Kerja Lapangan/PKL). The school is located at Jalan Durian Blok B No. 36, RT.02/RW.06, Sadai, Bengkong District, Batam City, Riau Islands Province, 29444. It has been in operation since its establishment under the official Decree of Establishment issued in 2020. At present, the school is led by Principal Mrs. Lensowati Situmeang, M.Pd. The school's location provides significant logistical advantages: it is situated directly adjacent to Jalan Kampung Durian, facilitating easy access for students to commute, and it is surrounded by several photocopy shops that support students' daily academic needs.

Based on data collected through interviews and administrative records, SMKS Yos Anugerah currently has 91 students and 6 teachers, including the principal. This relatively small academic community enables more focused engagement between educators and students. This school was selected as the site for the community service program on plagiarism awareness due to the evident lack of understanding among students about the consequences of plagiarism, particularly as they transition from school to higher education or professional environments. The primary data for this report were obtained directly from the school's administrative office, and were then cross-referenced with secondary data from the official website of the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan/Kemendikbud) to ensure accuracy.

IMPLEMENTATION METHOD

In the initial stage, the Community Service Program team conducted an observation of the partner institution, SMKS Yos Anugerah, and formally sought approval from the school's principal, Mrs. Lensowati Situmeang, M.Pd. The observation aimed to identify key challenges faced by the school in relation to academic integrity and to propose appropriate solutions through a legal education initiative. To ensure that the program was responsive to community needs, the Community Service Program team adopted a Community-Based Research (CBR) approach. This approach

focused on assessing the community's level of awareness regarding plagiarism prevention and on designing solutions that reflected the school's social and educational context.

Based on the findings from the observation, the Community Service Program team prepared a range of supporting materials, including legal outreach presentations, brochures to be distributed during the session, and banners to support the delivery of the outreach activities. The team also prepared essential administrative documents such as the cooperation agreement, formal proposal for the school's approval, and other supporting materials to ensure smooth implementation. The Community Service Program outreach activity was conducted on Friday, 15 April 2025, in one of the classrooms at SMKS Yos Anugerah. The program engaged a broad audience, including teachers, administrative staff, and students, reflecting the program's inclusive approach to promoting awareness of plagiarism and its legal implications.

The method applied during the Community Service Program outreach session combined socialization and guidance on the dangers and legal consequences of plagiarism, followed by the use of a Problem-Based Learning (PBL) model to encourage active participation and critical thinking. The outreach session comprised four main components: the opening session, delivery of educational material, question-and-answer discussion, and the closing session, which concluded with a group photo to document the activity. In the final stage, the Community Service Program team carried out an evaluation of the outreach activity to assess the extent of the students' understanding of the material presented. This evaluation served as a key indicator of the program's effectiveness and provided insights into its impact on the academic environment at SMKS Yos Anugerah. Following the outreach session, the Community Service Program team prepared both the Final Community Service Program Report and an Academic Article based on the findings and outcomes of the legal education activity. The Community Service Program was implemented over a period spanning March to May 2025, encompassing

the preparation, implementation, and final reporting stages. The entire Community Service Program was conducted at SMKS Yos Anugerah, serving as the primary venue and beneficiary of the program.

IMPLEMENTATION RESULTS

Regulation of Plagiarism in Written Works in Indonesia

A written work is the product of a systematic, logical, and structured process of thinking and writing intended to communicate information, ideas, or research findings to readers. Written works are generally classified into two main types: scholarly works and non-scholarly works. Scholarly works are based on verifiable data and facts, use formal language, and follow scientific methods, as seen in papers, theses, dissertations, and journal articles. Non-scholarly works, in contrast, are less bound by scientific conventions and often take the form of opinion or creative expression, such as short stories, novels, and popular essays (Marlena et al., 2017). In Indonesia, written works are protected under Law of the Republic of Indonesia No. 28 of 2014 on Copyright, which recognizes them as creations in the field of science, art, and literature. Copyright protection is granted automatically as soon as a work is expressed in tangible form, without the need for prior registration, and includes both moral rights and economic rights.

Picture 1. Materials

Promoting Academic Integrity in Student Writing and Creative Expression as a Key Strategy to Prevent Plagiarism

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Source: Implementer

Moral rights safeguard the author's entitlement to be acknowledged as the creator and to preserve the integrity of the work against distortion or misuse, whereas economic rights provide the author with exclusive control to derive financial benefits from the work, including through publication, reproduction, distribution, and licensing (Dialog, 2015). Although not every copyright infringement constitutes plagiarism, since infringement may also involve unauthorized reproduction or distribution, plagiarism of written works typically amounts to copyright violation and may lead to administrative, academic, and even criminal sanctions (Disemadi & Auralita, 2024).

Picture 2. Materials

Source: Implementer

Plagiarism is the act of taking another person's work, ideas, or opinions and presenting them as one's own without properly acknowledging the original source. Within academic and professional contexts, this act is considered a violation of both ethical norms and copyright law, as it disregards the intellectual labor of the original creator

(Hasan, et al 2016). Plagiarism can take different forms, including copying sentences or paragraphs without citation, paraphrasing another person's work without proper attribution, appropriating others' ideas without acknowledgment, or claiming an entire work as one's own. Moreover, plagiarism is not limited to written works but can also occur in artistic, musical, design, and other intellectual creations (Arista & Listyani, 2015).

The occurrence of plagiarism is often influenced by a combination of individual and environmental factors (Ruslan et al., 2020). Some individuals commit plagiarism because they lack a proper understanding of what it entails and how to avoid it, which often leads to unintentional violations. Others are driven by time pressure and heavy workloads that push them to seek shortcuts in completing their tasks. The rapid development of technology and the ease of accessing information via the internet have further increased the risk of plagiarism, as individuals can easily copy others' work without providing proper attribution. In addition, a lack of reading habits and weak writing skills often make individuals dependent on others' works. Poor ethical awareness and weak academic integrity also play a role, as some view plagiarism as a trivial matter. In other cases, social and environmental pressures, such as high expectations from families or institutions, lead individuals to engage in plagiarism to meet those expectations. Understanding these contributing factors is essential for developing effective regulatory and preventive measures, as well as for fostering individuals' appreciation of originality, improving writing skills, and strengthening ethical responsibility, thereby enabling them to produce authentic, high-quality work.

Plagiarism has serious consequences that affect individuals, academic institutions, and society at large (Diliana Sagita Putri et al., 2024). It damages the reputation and integrity of perpetrators, who risk losing the trust of their institutions, colleagues, and mentors, which in turn limits their opportunities for research, collaboration, and career advancement. It exposes them to academic sanctions, such as warnings, grade reductions, delays in graduation, or expulsion, and may also lead to civil or criminal

penalties for copyright violations. Cases of plagiarism can tarnish the credibility of educational institutions if left unresolved, undermining public trust and harming institutional rankings. Moreover, plagiarism diminishes the quality of education and stifles creativity by fostering dependence on others' work, thereby producing graduates who lack critical thinking and innovation. In the broader social and professional spheres, individuals exposed for plagiarism often face significant damage to their reputation and career prospects, while an unqualified workforce undermines societal development and professional standards. Promoting awareness of these consequences is therefore essential to instilling a culture of honesty, responsibility, and respect for intellectual property among students, researchers, and professionals (Palandeng et al., 2023).

In Indonesia, plagiarism is addressed through a combination of national legislation and institutional policies (Hakim, 2017; Panjaitan, 2017). Law No. 28 of 2014 on Copyright identifies plagiarism as a violation of the rights of authors and, under Article 113(1), provides that offenders may face up to one year of imprisonment and a maximum fine of IDR 100,000,000. Law No. 20 of 2003 on the National Education System emphasizes the importance of honesty and integrity as core values of education and obliges institutions to instill these values in students. In addition, regulations issued by the Minister of Education and Culture regarding national standards for higher education require institutions to establish mechanisms to prevent and address plagiarism and to uphold academic ethics. Beyond national legislation, most higher education institutions in Indonesia adopt internal codes of academic ethics that define plagiarism, establish prevention strategies, and stipulate sanctions ranging from warnings and grade reductions to rejection of final projects and expulsion.

Sanctions for plagiarism in Indonesia are classified into legal, academic, and social-professional categories. Legal sanctions include criminal penalties such as imprisonment and fines imposed under statutory provisions. Academic sanctions typically involve written warnings,

reduction of grades, revocation of degrees, delays in graduation, or expulsion from the institution. Social and professional sanctions often manifest in reputational harm that undermines the perpetrator's credibility and limits future educational and career opportunities due to loss of trust within academic and professional communities. The comprehensive framework of laws and institutional policies reflects Indonesia's commitment to maintaining academic integrity, protecting intellectual property rights, and safeguarding the credibility of its educational system.

Efforts to Address and Prevent Plagiarism

Plagiarism can be avoided in academic writing—whether in professional or non-professional contexts—through a comprehensive understanding of what plagiarism entails and how to prevent it. Such understanding is closely linked to integrity, honesty, and quality in both academic and professional spheres. Avoiding plagiarism not only safeguards academic integrity and ethical standards but also enhances the quality of learning, strengthens comprehension, and contributes to building a solid academic reputation (Shadiqi, 2019).

One of the most important preventive measures is understanding plagiarism itself and the ethical principles of writing. Plagiarism refers to the act of reproducing another person's work without proper acknowledgment, an act that undermines both academic and professional credibility. Developing an awareness of academic writing ethics helps authors exercise greater caution in the use of external sources and fosters respect for intellectual property.

Equally important is the accurate use of quotations and citations. When incorporating ideas, data, or statements from external sources, it is essential to acknowledge them properly using established citation styles such as APA, MLA, or Chicago (Suhariyanti et al., 2025). Proper citation practices not only give credit to the original authors but also enhance the transparency and credibility of scholarly work.

Another vital strategy is the correct application of paraphrasing techniques. Rewriting information obtained from external sources in one's own words—while preserving the original meaning—helps demonstrate comprehension and originality. Even when paraphrasing, proper acknowledgment of the source remains obligatory to avoid any implication of misappropriation.

Plagiarism prevention also requires systematic planning of writing tasks. Careful planning of the structure and content of a work from the outset helps writers stay focused on developing their own ideas, thereby reducing reliance on external sources. Such preparation contributes to producing authentic and thoughtful academic output.

Writers should likewise strive to develop their own writing style, expressing their ideas in a unique and original manner. A distinctive writing voice not only strengthens authenticity but also enhances the intellectual contribution of the author.

In addition, it is increasingly necessary to make use of plagiarism-detection tools such as Turnitin, Grammarly, or other plagiarism checkers to ensure that the work submitted does not contain unintentional instances of duplication or misattributed content (Risparyanto, 2020). These tools serve as an important layer of preventive control in academic and professional writing.
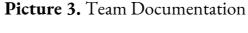
Finally, effective time management plays a critical role in preventing plagiarism. Properly allocating sufficient time for research, drafting, and revising reduces the temptation to resort to unethical shortcuts when deadlines approach. Avoiding last-minute pressures helps writers maintain quality, originality, and ethical standards in their work.

Collectively, these efforts—rooted in knowledge, skills, ethical awareness, and discipline—constitute a comprehensive approach to preventing plagiarism. By integrating these practices into both academic instruction and professional development, institutions can foster a culture of honesty and responsibility, thereby strengthening academic integrity and

promoting respect for intellectual property in the broader learning environment.

Implementation Process

The Community Service Program (PkM) at SMKS Yos Anugerah was carried out through a series of structured stages beginning with the preparation phase in March 2025. The program commenced with an initial observation at the partner institution to assess the school's conditions and to discuss with the school representatives the plan for the legal outreach activity. This observation was conducted on 25 March 2025, from 10:00 to 12:00 WIB, by Group 19 as the implementing team. The observation provided essential insights into the needs of the school, which guided the development of the outreach plan. Following the observation, the members of the Community Service Program team prepared the outreach materials to be delivered to the students. The preparation process included collecting and organizing the materials into PowerPoint slides to make the sessions more accessible to students, producing brochures to summarize key points, designing a standing banner for visual support, and drafting the Community Service Program proposal, implementation report, and article. The entire program was designed under the central theme of "Plagiarism."

Picture 3. Team Documentation

Source: Implementer

Upon the completion of the preparation phase, the program moved into the implementation phase, which took place on Friday, 15 April 2025, from 12:00 to 15:00 WIB in one of the classrooms at SMKS Yos Anugerah. The Community Service Program was attended by teachers and students. The session began with an introduction by the university students serving as the Community Service Program team, who presented themselves to the participants and explained the objectives of the outreach to establish an understanding of the importance of the topic.

The session then proceeded to the delivery of the main material, which focused on plagiarism. The Community Service Program team provided a comprehensive explanation of the definition of plagiarism, the contributing factors that lead to it, the negative impacts it produces, and the relevant legal frameworks governing copyright protection and sanctions for acts of plagiarism. To ensure better comprehension among the students, the team used presentation slides prepared during the planning stage. The outreach also emphasized strategies to avoid plagiarism and discussed the importance of ethical responsibility in writing, a topic of particular relevance to the students, many of whom are prospective university students who will be required to produce academic papers.

Following the presentation, the outreach continued with an interactive question-and-answer session designed to strengthen students' understanding of the material. The active participation of students was evident through the numerous questions raised during the discussion. To further motivate the participants, the Community Service Program team organized a quiz with small prizes, selecting questions based on the material that had been presented. Three students who successfully answered the questions received snack packages as a token of appreciation, which they could share with their peers. The students' success in the quiz demonstrated that they had understood the material delivered during the session.

The outreach concluded with a summary of key points and expressions of gratitude from the Community Service Program team to the teachers and students for their cooperation and participation. The session was closed with a group photo as documentation of the successful implementation of the outreach and as evidence that the program's objectives had been achieved.

The Community Service Program (PkM) was conducted over the period from March to May 2025. The initial phase in March focused on observation and preparation, including venue selection, material development, and logistical arrangements. The main outreach activity took place on 15 April 2025, while the final phase in May 2025 concentrated on evaluating the overall program to assess its success and the effectiveness of the legal outreach.

Picture 4. Quiz Session

Source: Implementer

The evaluation showed that the community service program had a significant positive impact on the participants. This was evident when three randomly selected students were able to answer questions related to the material clearly, confidently, and accurately, demonstrating a solid understanding of the concepts taught during the session. In the second and third weeks of May 2025, the Community Service Program team compiled

the program report in the form of a proposal, and in the fourth week prepared a research article based on the results of the outreach. Evaluation through observations of student participation and follow-up interviews revealed positive behavioral changes, with students demonstrating increased awareness and understanding of plagiarism, while teachers and school staff showed heightened vigilance and commitment to promoting academic honesty. These findings indicate that the Community Service Program was successfully implemented in a structured, systematic, and impactful manner within the school environment.

The successful implementation of the Community Service Program was supported by several contributing factors. Chief among them was the enthusiastic participation of students, which maintained engagement throughout the sessions. Additionally, the strong support of SMKS Yos Anugerah, particularly in providing time and facilities, played a crucial role in facilitating the outreach. The alignment of the program schedule with the school's regular class hours further ensured that the activities were conducted effectively and efficiently without disrupting ongoing academic activities.

Feedback gathered through interviews with Ms. Tio, a teacher at SMKS Yos Anugerah, as well as from participating students after the outreach, confirmed that the Community Service Program had significantly enhanced their knowledge and awareness of plagiarism and its prevention. Students who previously lacked understanding of plagiarism reported that they gained valuable knowledge and practical strategies to avoid plagiarism in their future academic writing, including assignments such as essays, articles, and reports. Furthermore, the outreach fostered a stronger sense of vigilance among students and staff in promoting ethical standards and academic integrity in the school's learning environment.

CONCLUSION

Plagiarism is an unethical act that involves appropriating another person's work, ideas, or opinions without proper acknowledgment of the source. It can manifest in various forms, including direct plagiarism, paraphrasing without citation, misappropriation of ideas, and even the complete appropriation of another's work. Such misconduct is often driven by a lack of understanding of academic ethics, time pressure, the ease of access to information, low interest in reading and limited writing skills, as well as weak academic integrity and environmental influences. Plagiarism carries serious consequences for the reputation of individuals and institutions and undermines the quality of education. In Indonesia, it is subject to legal, academic, and social sanctions as prescribed by applicable regulations. Preventing plagiarism requires a deep understanding of academic writing ethics, the correct use of quotations and citations, the development of an original writing style, the application of plagiarism-detection tools, and effective time management to uphold academic and professional integrity.

The implementation of the Community Service Program at SMKS Yos Anugerah, which focused on the theme of plagiarism, was successfully conducted in a well-structured and systematic manner from the observation stage in March to the final evaluation in May 2025. The program encompassed the preparation of materials, the delivery of a legal outreach session, and active engagement through interactive discussions, question-and-answer sessions, and a quiz designed to assess comprehension. The evaluation demonstrated a positive outcome, with students showing a significant increase in their understanding of plagiarism and how to avoid it. The success of this program was supported by the strong collaboration and support of the school, the active participation and enthusiasm of the students, and the guidance provided by faculty members and the implementing institution. Beyond expanding students' knowledge, the program also contributed to fostering a sense of responsibility, integrity, and ethical awareness in academic writing and creative work, thereby

reinforcing the broader goal of promoting honesty and accountability within the educational environment.

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COMPETING INTERESTS

The authors have declared that no competing interests exist.

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