

How Can Copyright Awareness and Plagiarism Prevention Shape Academic Integrity at SMAS Harapan Utama Batam?

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Abstract

The Community Service Program (PkM) conducted at SMAS Harapan Utama Batam aimed to strengthen students' legal awareness of copyright protection and plagiarism prevention in the digital era. Implemented through interactive legal counseling and practical workshops, the program introduced students to the legal framework under Law No. 28 of 2014 on Copyright while providing hands-on training in citation, paraphrasing, and plagiarism detection. The results demonstrated positive outcomes: students showed greater enthusiasm, improved comprehension, and behavioral changes in producing original academic work. Teachers also played a vital role as facilitators, ensuring continuous guidance and monitoring of students' practices. Beyond theoretical knowledge, this initiative contributed to fostering an ethical and honest academic culture, while also motivating teachers to adopt new approaches to strengthen independent learning. Overall, the program serves as a foundation for building a sustainable school environment rooted in integrity, creativity, and respect for intellectual property.

Keywords: Copyright Protection, Plagiarism Prevention, Legal Literacy

INTRODUCTION

SMAS Harapan Utama is a private senior high school in Batam City, established in 2008 under the Harapan Utama Education Foundation. As an educational institution, it envisions producing graduates who are not only intellectually capable but also possess strong character, integrity, and competitiveness in a globalized world. Batam's strategic position as an international trade and investment hub provides opportunities for the school to foster student potential that is globally oriented. Alongside technological advancement and digitalization, students have become not only consumers of information but also producers of creative works, including writing, music, design, and digital content. This development requires adequate legal understanding, particularly regarding copyright, to prevent misuse of intellectual creations. Strengthening legal literacy in the field of intellectual property has therefore become an urgent need within the school environment.

In the digital era, copyright infringement and plagiarism are among the most pressing issues faced by students. Many lack awareness of the distinction between fair use and plagiarism, leading to practices such as copying or citing works without proper attribution. These acts not only violate academic ethics but also trigger legal consequences under Law No. 28 of 2014 on Copyright. Insufficient knowledge of moral and economic rights often results in students neglecting the importance of respecting intellectual creations. This situation highlights a gap between well-established legal norms and students' legal awareness. If left unaddressed, such practices could undermine academic culture and the integrity of future generations.

Normatively, Indonesian law provides comprehensive copyright protection covering various forms of intellectual works such as literature, music, films, and software. However, in practice, significant discrepancies persist between legal provisions and actual implementation. Although students automatically acquire copyright over their creations, awareness

and enforcement of these rights remain very limited. Weak application of sanctions at the educational level further normalizes plagiarism, with little deterrent effect. The contrast between clear legal rules and ambiguous realities demonstrates serious issues in law enforcement and compliance. Bridging this gap requires aligning legal norms with practical legal education within schools.

Nevertheless, this research acknowledges several limitations. First, its scope is limited to students of SMAS Harapan Utama, making the findings less generalizable to other schools. Second, the data primarily rely on qualitative methods such as observation and legal counseling, without comprehensive quantitative support. Third, time and resource constraints prevent a detailed exploration of all forms of students' creative works. Furthermore, there is limited empirical literature on copyright violations at the high school level, posing another challenge. Despite these constraints, the study remains valuable as an initial effort to strengthen legal awareness among students regarding copyright protection in the digital era.

IMPLEMENTATION METHOD

The implementation of this community service program followed a systematic and structured approach, designed to maximize both educational impact and legal awareness among students at SMAS Harapan Utama. The program was targeted at high school students aged 15–17 years and carried out in a one-day interactive session. The preparatory phase included observation, surveys, and interviews with students and teachers to assess their level of understanding regarding copyright and plagiarism. Literature review and analysis of students' academic assignments were also conducted to detect potential plagiarism patterns. These findings informed the design of tailored educational materials that addressed students' actual needs.

During the core phase, the program featured legal counseling sessions delivered by lecturers and students. Presentations introduced the legal

foundations of copyright, the consequences of plagiarism, and the importance of intellectual property protection. Workshops provided hands-on training in proper citation techniques, plagiarism detection tools, and case study discussions. This integration of theory and practice enabled students to apply normative legal concepts to real-life academic contexts. The final stage focused on evaluation through pre- and post-tests, reflection activities, and Q&A sessions to measure learning outcomes. The results were compiled into a comprehensive report for the school, ensuring sustainability and future improvement.

IMPLEMENTATION RESULTS

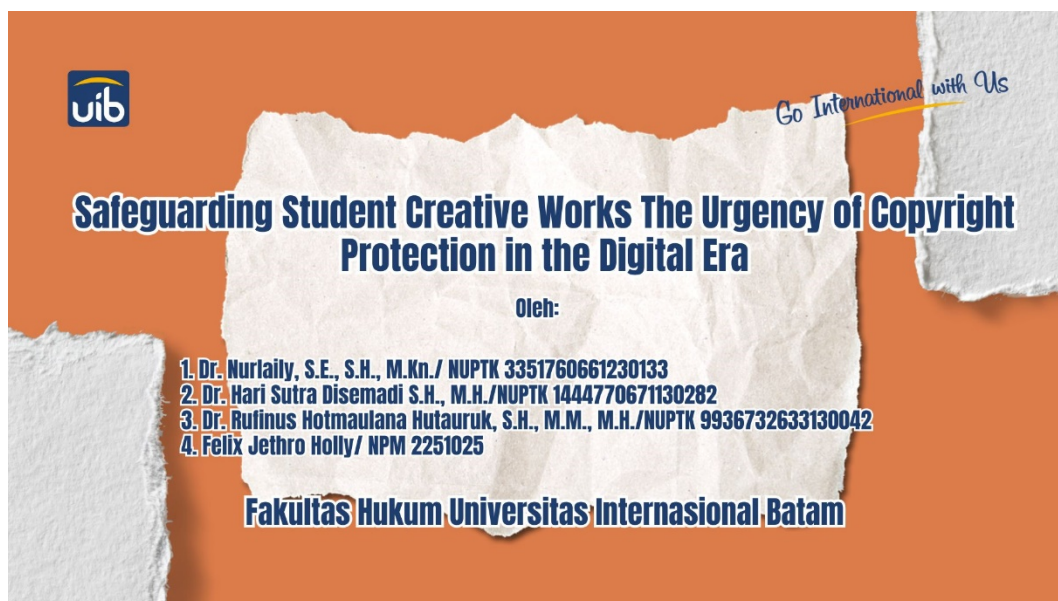
Protecting Intellectual Works: Copyright vs Plagiarism in the Academic Context

Copyright is a legal right granted to creators or owners of original works, ensuring they can control, utilize, and distribute their intellectual creations (Dhityaenggarwangi, 2022). This right provides both economic and moral recognition, emphasizing respect for authorship (Weley et al., 2024). In contrast, plagiarism is an unethical act where someone copies, uses, or presents another's work without proper acknowledgment (Ningrat et al., 2021). Such practices create the false impression of originality, undermining intellectual honesty (Disemadi & Auralita, 2024). In educational contexts, plagiarism diminishes academic integrity and disrupts the learning process (Sudirman et al., 2025). It not only misrepresents the true abilities of students but also erodes trust between teachers and learners. Therefore, understanding the distinction between copyright and plagiarism is essential for students in the digital age.

Copyright functions as a legal safeguard for creative works such as books, music, films, software, and digital content (Mahmudin et al., 2024). Protection is automatic upon creation, even without formal registration, though official recording strengthens proof of ownership (Fauzi et al., 2022). The copyright holder enjoys exclusive rights to reproduce,

distribute, adapt, and monetize their work (Sulistianingsih et al., 2021). These rights ensure that creators benefit both economically and morally from their intellectual efforts (Weley et al., 2024). They also allow creators to control how their work is used, ensuring recognition of their authorship (Sinal et al., 2023). Such legal guarantees encourage individuals to invest their time and energy into producing original works. In this way, copyright law plays a vital role in supporting innovation and sustaining a culture of creativity.

Picture 1. Materials



Source: Implementer

Plagiarism, however, undermines both ethical and legal standards, particularly when it involves copyrighted works (Disemadi & Auralita, 2024). It can take many forms, including direct copying without citation, using ideas without acknowledgment, or improper paraphrasing (Sukiati et al., 2024). Unlike copyright violations, which involve clear legal consequences, plagiarism primarily concerns violations of academic and professional ethics (Fauzi et al., 2022). Nevertheless, in some cases, plagiarism also overlaps with copyright infringement, creating both legal and ethical implications (Ningrat et al., 2021). For example, copying digital content without permission may result in civil or even criminal liability (Jaya, 2020). Plagiarism also reduces the credibility of academic institutions

and professionals, weakening trust in their contributions (Disemadi & Auralita, 2024). Thus, both copyright protection and anti-plagiarism measures are critical in maintaining fairness and respect for intellectual property.

Picture 2. Materials



Source: Implementer

Violations of copyright are subject to legal sanctions, as outlined in Indonesian Copyright Law No. 28 of 2014 (Dhityaenggarwangi, 2022). Offenders may face civil compensation, fines, or even imprisonment depending on the severity of the infringement (Ningrat et al., 2021). Plagiarism, on the other hand, often results in non-legal consequences, especially within academic or professional settings (Disemadi & Auralita, 2024). These may include revoked academic degrees, damaged reputations, or termination of employment (Sudirman et al., 2025). The consequences serve as reminders of the importance of intellectual honesty and respect for others' creations (Weley et al., 2024). Students and professionals must realize that the long-term effects of these violations often outweigh the short-term benefits (Sinal et al., 2023). Strengthening awareness of these risks helps prevent misconduct and reinforces a culture of responsibility.

In today's digital era, copyright protection has become increasingly crucial due to the ease with which creative works can be reproduced and distributed online (Sulistianingsih et al., 2021). Technologies such as Digital Rights Management (DRM) are now widely used to control unauthorized duplication and dissemination (Weley et al., 2024). At the same time, plagiarism threatens critical thinking, creativity, and professional credibility, undermining both education and industry (Disemadi & Auralita, 2024). Students who plagiarize miss opportunities to develop independent reasoning and innovative skills (Fauzi et al., 2022). Moreover, institutions that fail to address plagiarism risk losing their reputation and academic integrity (Sudirman et al., 2025). For this reason, legal education on copyright and academic ethics must be emphasized from an early stage (Sukiati et al., 2024). By doing so, schools can foster a generation that is creative, responsible, and respectful of intellectual property (Dhityaenggarwangi, 2022).

Promoting Copyright Awareness and Plagiarism Prevention at SMAS Harapan Utama Batam

At the initial stage of this program, the PkM team visited SMAS Harapan Utama Batam to conduct observations and interviews as part of the study on copyright protection and plagiarism in education. The visit was warmly welcomed by the school's teachers and students, who showed genuine enthusiasm for the topic. The implementers introduced themselves, explained the background of the program, and clarified the objectives to be achieved. They emphasized that the activity aimed to explore students' understanding of copyright, plagiarism, and the legal framework protecting creative works in the digital era. The program carried the theme "The Importance of Copyright Protection for Creative Works in the Digital Era", which was relevant to students' daily academic and creative activities. By presenting the research objectives clearly, the PkM team established trust and created an engaging environment for active participation.

Picture 3. Team Documentation



Source: Implementer

During the session, the PkM team explained the legal basis for copyright in Indonesia, focusing on Law No. 28 of 2014 on Copyright. They emphasized that every creative work—whether writing, music, images, or digital content—is automatically protected by law without the need for registration. The protection lasts for the lifetime of the creator and continues for fifty years after their death. Students were also informed that plagiarism can have serious legal consequences, including civil and criminal sanctions. To make the explanation accessible, the team used relatable examples drawn from students' own experiences with digital content. This approach helped bridge abstract legal principles with practical realities, ensuring students could grasp the significance of copyright law.

The activity also featured an interactive Q&A session, giving students the opportunity to ask questions and clarify uncertainties about copyright and plagiarism. Many students admitted that they previously underestimated the seriousness of plagiarism or lacked knowledge about proper citation practices. Several expressed that they often felt confused when referencing sources for school assignments, which sometimes led them into unintentional plagiarism. These admissions underscored the importance of strengthening legal awareness and practical skills in academic

contexts. The PkM team responded with patience and clarity, providing examples of correct practices and addressing misconceptions. This exchange created a supportive atmosphere and motivated students to be more mindful of respecting intellectual property.

Picture 4. Group Documentation



Source: Implementer

The session also included structured educational materials that focused on strategies for avoiding plagiarism. Students were guided on how to cite sources correctly, use quotations responsibly, and apply plagiarism detection tools effectively. The facilitators shared real-life copyright infringement cases from both Indonesia and abroad, illustrating the serious consequences of violations. These case studies demonstrated that plagiarism and copyright violations could damage not only academic reputation but also professional careers. By linking the theory with real-world examples, the program emphasized that plagiarism is more than an academic issue; it is a matter of ethics and law. The practical guidance provided students with concrete tools to develop originality and avoid the risks of academic dishonesty.

The presentation was delivered collaboratively by lecturers and students ensuring that students received both theoretical knowledge and practical perspectives. To maintain engagement, the facilitators used clear language, relevant scenarios, and interactive dialogue. They addressed common digital issues such as illegal downloads, video piracy, and unauthorized use of online content, making the material highly relatable. Students were also provided with practical tips, including how to document references accurately, apply anti-plagiarism software, and cultivate original ideas. The session concluded with a strong reminder that respecting copyright is part of maintaining honesty and integrity, values essential in both academic and professional life. The PkM team closed the program by thanking the school community and encouraging students to continue fostering creativity with a commitment to legal compliance and ethical responsibility.

CONCLUSION

The implementation of the Community Service Program (PkM) at SMAS Harapan Utama Batam demonstrated positive outcomes in enhancing students' understanding of the importance of copyright and the prevention of plagiarism. Student enthusiasm was evident during both discussions and practical training sessions, which directly influenced their behavior in using information sources and producing original academic work. Moreover, the involvement of teachers as facilitators strengthened the learning process, allowing for more effective monitoring of potential plagiarism. This PkM initiative went beyond theoretical explanation by providing concrete training, such as paraphrasing techniques, essay writing, and proper citation practices, which greatly supported students in applying ethical writing standards.

More than a purely educational activity, the program served as an initial step in shaping an honest and ethical academic culture within the school environment. Through collaboration among implementers,

teachers, and students, a learning atmosphere was established that fostered intellectual honesty and encouraged creativity. In the long term, this initiative is expected to be integrated into the school's character education program and to inspire the adoption of stronger internal policies for addressing academic misconduct. Teachers also gained new insights into learning approaches that motivate students to study independently and responsibly. Thus, this PkM provided a tangible contribution to building a healthy, productive, and integrity-based educational environment.

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We would like to express our deepest gratitude to SMAS Harapan Utama Batam, particularly the dedicated teachers and enthusiastic students who actively engaged as partners in this initiative. Their cooperation, openness, and commitment greatly contributed to the successful delivery of the legal education session on copyright protection and plagiarism prevention. We hope this activity creates a lasting impact by strengthening students' awareness of intellectual property rights and fostering a culture of academic honesty and creativity. Furthermore, we aspire for this program to serve as a foundation for future collaborations that promote ethical writing practices, legal literacy, and integrity-based education in the digital era.

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COMPETING INTERESTS

The authors have declared that no competing interests exist.

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