



## **PLAGIARISM AND ITS IMPACTS ON TEACHING PRACTICES: INSIGHTS FROM THE INDONESIAN LECTURERS**

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### **ABSTRACT**

This paper discusses the EFL lecturers' views on plagiarism following their exposure to two distinct educational environments, their home university and Western universities. While existing literature has examined lecturers' views on plagiarism, there is a scarcity of research specifically investigating the perceptions of Western graduate lecturers and the influence of these perspectives on their pedagogical approaches. The present study aimed to address two research inquiries: 1) How did Indonesian EFL lecturers' opinions on plagiarism evolve between two academic communities over time? 2) What were the impact of the participants' shifting views on their existing educational practice? The research employed semi-structured interviews as the primary method for data collection. Data were collected through interviews with a sample of nine EFL lecturers affiliated with a state academic institution in Indonesia. The findings indicated that the lecturers' views on plagiarism have undergone a shift due to their experiences studying abroad. This study suggests that the participants' views has been shaped not only by the Western culture, but also by their own cultural backgrounds, such as religious beliefs. In terms of pedagogical practice, educators have transferred their understanding of plagiarism to their students by implementing their preferred pedagogical practice as well as consequences of plagiarism. This study highlights the need for Indonesian educators and policymakers to adapt Western perspectives on plagiarism to the Indonesian context. The adoption of Western perspectives may not align with the current academic context,

highlighting the need for reform in pedagogical practice and cultural awareness. Policymakers should reassess the current approach to plagiarism prevention and consider adaptation within the Indonesian context.

**Keywords:** *Indonesian lecturers, influence, plagiarism, teaching practices.*

## **INTRODUCTION**

Plagiarism is one common issue experienced by international students studying in countries where English is the first language (L1). Despite the diverse definition and broad scope of plagiarism, this study refers to it as an act of submitting a writing that belongs to somebody else as own work, both partially or completely, without acknowledging the original author (Perkins et al., 2020). Researchers have linked this problem to several factors, such as students' cultural background (Pecorari, 2006; Sousa-Silva, 2020), unfamiliarity with the academic writing culture, and levels of English proficiency.

Several studies have examined how levels of English proficiency can have an impact on the incidences of plagiarism. Goh (2015) examined the similarity index of 369 undergraduate students' submitted work using Turnitin and interviewed 11 of them who were considered to have done extreme plagiarism (75% or greater similarity score). Results of the interview suggest that, out of several contributing factors, poor level of English is a big challenge that drives them to plagiarize. In addition to that, some studies also investigate the perceptions of faculty members using in-depth interviews (Li, 2015; Walker & White, 2014) and reveal consistent findings, echoing the importance of high English proficiency in avoiding plagiarism. However, the initial studies conducted to explore this relationship have relied mainly on self-reporting data both from students, faculty members and staff, which raise concerns for its validity. In response to such methodological concerns, Perkins et al., (2020) tested the claims from previous studies with a quantitative design. The findings strengthened the existing literature, showing that the students who committed plagiarism had a significantly lower English proficiency than those who did not. Similarly, Bretag et al., (2019) did another quantitative study involving a massive number of students from 8 Australian universities. The 14,086 students recruited in this study reported that speaking language other than English (LOTE) leads to dissatisfaction with the teaching and learning environment and eventually drives them to plagiarize.

Levels of language proficiency affect to a great extent L2 students' ability to comprehend and synthesize texts. Howard (2019) argued that to successfully digest the content of an academic paper, L2 learners need to be

familiar with complex syntactic forms and have a strong understanding of the vocabulary. Following this, they need to accurately disseminate the information from the sources they referenced in ‘their own voice’, while maintaining the academic style of the referred text. In coping with these linguistic hurdles, L2 learners might fall into unintentional plagiarism, which is manifested in the form of ‘patchwriting’ (Vieyra et al., 2013): the adoption of the source text into the writer’s text through grammatical modification and vocabulary substitution (Pecorari, 2006).

Even though traditionalists might perceive this as an act of plagiarism, (Pecorari, 2006) argued that patchwriting is actually ‘a by-product of the process of learning to write in a new context’. It does not only develop L2 learners' skill of using references at a broader discourse level, but also facilitates learning at a micro level. When L2 learners exercise language appropriation, they are actually acquiring academic phraseology, which is an important component of academic literacy (Pecorari, 2006; Pennycook, 1996; Villalva, 2006). Those studies suggest that foreign students might find writing in a second language an unfamiliar type of discourse, and thus high proficiency in English per se is not sufficient to free them from unintentional plagiarism cases (Fatemi & Saito, 2020). Their understanding of the appropriate way of writing and the purpose of writing needs to be in line with the second language writing culture. The diverse writing practices for learning purposes around the world should encourage writing teachers to respond to plagiarism-related cases with an adapted teaching approach. It has been suggested that the attitude of a teacher towards plagiarism will influence his/her teaching practices, which in turn affect student’s behaviour in using sources. It is found that teachers who consider patchwriting as developmental would adopt a transformative, learning-centered approach, which allows student’s involvement in constructing knowledge (Sutherland-Smith, 2008). Therefore, in this study, it is intriguing to dig deeper into the perception of writing lecturers in adapting their teaching practices considering that they have been previously exposed to L2 writing culture.

Nevertheless, the phenomenon of globalization and internationalization has led to the potential transfer of the Western notion of plagiarism into non-Western educational settings, facilitated by instructors who have obtained their degrees from Western institutions (Lafollette et al., 1999). However, the viewpoints on plagiarism within the Western environment, which places emphasis on individuality and personal values, may not align with Indonesian society, which prioritizes collectivism and religious beliefs. Hence, the existence of cultural disparities has necessitated the exploration of the potential impact of plagiarism, as perceived from Western perspectives, on Indonesian Western graduate lecturers and their instructional practice in Indonesian educational settings.

There have been few studies conducted on plagiarism in the Indonesian context. Muthalib, (2023) examined 45 undergraduate theses and utilised Turnitin to check the similarity index. The plagiarized sentences were classified into the 6 types of plagiarism by the framework developed by (Mustafa, 2019). In addition to that, to group the undergraduate students' English proficiency level, their TOEFL scores were collected from the language center. The results indicated that patchwriting without citations is the most frequent type of plagiarism both in the low-achieving and high-achieving groups. Another study conducted in the Indonesian context is the study by Patak et al. (2020). The participants of this study emphasized the importance of time allocated for paraphrasing and summarizing practice, which the participants believed as the skills which could only be gained through extensive practice. This study also acknowledged the assistance of internet learning platforms that can provide massive sources of information and argued that if lecturers could demonstrate awareness of academic honesty reflected on their teaching practices, students could learn to conceptualize the results of their reading from online resources.

There were two theoretical frameworks the study used to explore its research questions: the cultural viewpoint and the academic literacy method. From a cultural standpoint, scholars (e.g., Pennycook, 1996) argue that perceptions of plagiarism vary across different cultures. In Western society, the act of borrowing words or engaging in plagiarism is considered a significant concern, yet in Eastern cultures, it is perceived as a means of acquiring knowledge. In the Indonesian context, there exist notable disparities in cultural features when compared to Western societies, particularly with regard to the significance attributed to religion and the function of teachers within the societal framework. Hence, it may be inferred that the current Indonesian policies regarding plagiarism is different with societal norms. In addition, according to Lea and Street (1998), the academic literacy method posits that in order to address the issue of plagiarism, it is essential to provide students with a range of communicative practices, including genres, fields, and disciplines, to cultivate their skills in written interpretation. It is imperative for students to possess an understanding that they are embarking upon a new community, namely the academic community. When considering the repercussions of plagiarism in Indonesia, it is recommended that a teaching approach be advocated instead of a punitive approach.

This study adopted a multifaceted approach to address the issue of plagiarism prevention in Indonesia. It aimed to investigate the shifts in Indonesian lecturers' viewpoints on plagiarism and the consequent influence on their educational practices, drawing on the cultural perspective and academic literacies method. It is hoped that the data findings could provide a valuable contribution to the body of Indonesian literature pertaining to the

prevention of plagiarism, thereby aiding in the reformulation of the existing policy on the Prevention and Mitigation of Plagiarism. The study also aimed to offer valuable insights for policy makers in order to facilitate a comprehensive assessment and subsequent adjustment of policies, taking into account the specific contextual factors within Indonesia.

Given the stated objectives and the notable importance of the investigation, the manuscript investigated two research questions:

1. How did Indonesian EFL lecturers' opinions on plagiarism evolve between two academic communities over time?
2. What was the influence of their shifting views on their existing educational practice?

## **METHODS**

The methods section describes the rationale for the application of specific procedures or techniques used to identify, select, and analyze information applied to understanding the research problem, thereby, allowing the reader to critically evaluate a study's overall validity and reliability. The methodology section of a research paper answers two main questions: How was the data collected or generated? And, how was it analyzed? The writing should be direct and precise and always written in the past tense.

### **3.1 Research Design**

To qualitatively address the research questions, a case study was utilized. A case study was used to examine a phenomenon that occurs within a circumscribed system, such as an individual, and/or an institution (Heigham & Croker, 2009). Purposive sampling was administered to recruit the participants due to their diverse characteristics, i.e., experience, which can answer the research objectives (Creswell & Creswell, 2018). Further, the participants were interviewed about experience dealing with plagiarism before and after their study overseas.

### **3.2. Participants**

The phenomenon of the study was the EFL lecturers' perspectives towards plagiarism and the influence of their current perspectives on plagiarism in their teaching practices. They graduated from and are currently teaching at the same English teacher preparation program at a state university in Indonesia and hold a master's degree or doctorate from the United States, the United Kingdom, or Australia and have studied abroad for at least one year in those countries. To ensure the participants' confidentiality, their names were kept anonymous and labeled Participant 1 (P1) to Participant 9 (P9).

### 3.3. Data Collection

The study involved nine EFL lecturers who participated in semi-structured interviews. The interviews focused on their experiences with plagiarism during undergraduate and postgraduate studies and its impact on their pedagogical practices. The interviews were recorded and conducted in either English or Indonesian. The researcher also engaged in note-taking to provide supplementary documentation. After the interviews, the participants and researcher spent 20 minutes reviewing the responses and transcribed the data. The interviews were translated into English only when relevant to the research inquiries.

### 3.5. Data Analysis

N-Vivo was used to analyse the interview data on the verbatim transcripts. Creswell and Creswell (2018) recommendations were followed, and thematic coding was performed to identify the themes and sub-themes for the qualitative questions. In the case of interviews conducted in Indonesian, only the data pertained directly to the research questions were translated into English. The findings were confirmed through member checking, which entails returning the particular findings to participants for their approval for the accuracy of their narratives. Only five of nine participants responded to the transcripts and approved the content.

## RESULTS AND DISCUSSION

Most participants shared nearly similar experiences particularly, about their knowledge of plagiarism, appropriate acknowledgment and writing experience during their undergraduate study. Some of the lecturers reported that plagiarism was not informed a serious issue and, therefore, might plagiarised their assignments or final projects because of their deficit knowledge of plagiarism.

(P1): “When I was an undergraduate student, I never found [plagiarism] as a problem. [I] just took [words] and then put in my writing even in my *skripsi* [thesis] at that time, without realizing the effect of taking other people’s ideas. We just took it without being aware of it.”

In addition, one participant stated that her thesis supervisor at home university already mentioned about the importance of citing or acknowledging others’ works in her writing.

(P7): “My thesis supervisor always asked ‘Is this a direct or an indirect quotation? Do not try to cover it up. It feels like the

language wasn't yours.' When he reminded me that way, I became aware that if it was not our language, we should have mentioned the source. So, I was already informed about plagiarism since my undergraduate study."

The study found that most participants had unclear understanding of plagiarism, citation, and references during their undergraduate studies. This is similar to previous research suggesting that EFL learners' unfamiliarity with plagiarism is due to their different learning cultures from Western literacy practices (Khathayut et al., 2020; Patak et al., 2020; Pecorari, 2006; Powell, 2012; Tambunan et al., 2023; Shirazi et al., 2010). Previous literature on EFL settings also found that learners' memorization or rote learning led to confusion in preparing academic texts (Agustina et al., 2017; Bikowski & Gui, 2018; Pecorari, 2006). Pennycook (1996). One solution is to expose EFL learners to Western academic practices and design inclusive educational programs.

#### *4.1.2 Participants' Experience on Plagiarism and Writing Skills in Western Academic Context*

In the interviews, nearly all participants mentioned that they gained benefits from a language program prior to their master's study. The program held by scholarship sponsors mainly aims to prepare international scholars to gain more knowledge of social life and academic culture of the country of destination. From the program, the participants reported that they learned a great deal of writing skills assisting them in writing at the Western academic community properly. The skills also helped the participants to avoid plagiarism.

(P7): "The language program is very helpful, especially for our writing. I feel that we were very well-trained, so we wouldn't feel shocked ... meanwhile here (at home university), our (student) guidebook even in the Postgraduate program, the guidebook is not very detailed. Therefore, I think the language program is very helpful for students to write overseas."

(P9): "How to write, then how to make sense [of the language]. As a non-native English speaker, we sometimes can't make [the language] sense, so we were taught (how to write like a Native). We were alerted to be careful if others' ideas are borrowed. Don't forget to quote it."

From the interview data, the relationship between academic writing skills and plagiarism in the new educational context was discussed. In Western institutions, academic dishonesty was explicitly emphasized which

helped the participants be aware of Western academic literacy practices. The participants' extensive training helped their transition from novice writers to more advanced writers, as viewed from a learning developmental perspective (Flowerdew & Li, 2007). The participants reflected that writing in Western context incorporated both referencing practices and a series of academic skills, such as academic reading, critical thinking skills, and language ability embedded in writing (Gow, 2014). At this learning trajectory, the EFL lecturers reflected on their learning experience and started to gain an in-depth understanding of how Western saw plagiarism and what writing skills required to avoid plagiarism. The participants' new experience in the new discourse community showed that proper guidance and support helped EFL learners who were transitioned into learning academic writing established in Western culture, which later could lead to their negative attitudes towards plagiarism (Romanowski, 2021).

Despite the exposure to the new academic culture, the participants of this study also reported that adapting to it was challenging. Even though they had been prepared for the Western writing styles prior to their study overseas, those EFL lecturers were still appalled in regard to the cultural differences in writing between home university and Western universities. A number of the participants mentioned that they continued to encounter some challenges when engaging in Western-style writing. During the interview, P2 expressed her astonishment at the substantial volume of books she had to read in order to construct a written composition. Furthermore, P3 said that the primary challenge she encountered was related to critical thinking, since she had to comprehend and integrate the information she had previously read, which constituted an unusual form of learning within her home environment. Although the lecturers acknowledged their familiarity with the Western plagiarism rules, five of them reported facing frequent challenges when it came to paraphrasing.

The findings indicated that our EFL lecturers, who were themselves EFL learners in the past, expressed a sense of discomfort towards the writing process, which deviated from their prior writing experiences. The act of writing entails a dynamic interplay between the writer, the text, and the reader, a phenomenon that exhibits notable variations across diverse cultural contexts. In the Western academic culture, writing involves the construction of knowledge, which necessitates the utilization of various sources. EFL learners studying in Western universities need to access readings, generate new knowledge based on readings, and produce their authorial stances in their writing. The reading and synthesizing process may be a potential challenge for EFL learners as what our participants experienced, given that they were still in the process of acquiring the language. The act of paraphrasing others' ideas or words may not be problematic unless they possess sufficient lexical

competence in the target language (Abasi & Graves, 2008). Hence, EFL learners, particularly novice writers, may necessitate a significant amount of time and numerous opportunities to acquire the necessary skills for academic writing as it involves a multifaceted process.

The findings highlights the importance of academic dishonesty and the need for students to understand Western academic literacy practices. The participants' extensive training helped them transition from novice writers to more advanced writers, incorporating academic reading, critical thinking, and language ability. They also learned about Western plagiarism rules and the importance of proper guidance and support. Despite being prepared for Western writing styles, the participants faced challenges in adapting to the new academic culture. They were surprised by the large volume of books needed to construct a written composition and the need for critical thinking. The study suggests that EFL learners, particularly novice writers, may need time and opportunities to acquire the necessary skills for academic writing, as it involves a multifaceted process.

#### *4.1.3 Participants' Views on Plagiarism after Returning Home*

Given that the participants have previously been exposed to two distinct academic environments, their perspectives on the concept of plagiarism were sought upon their return to home university. Consequently, two distinct viewpoints emerged among the participants when queried about plagiarism. One perspective expressed by certain participants was that the Western notion of avoiding plagiarism was significant and should be incorporated into the local academic discourse.

(P1): "Plagiarism is a Western concept. I think it is a good thing. Why can't we adopt it in our culture? It is related to academic culture. If that's possible, we can also apply it in our country."

(P4): "They don't want us to take one's work without acknowledging the author. They appreciate one's work (because) they have already worked so hard. Then, we just copy the work. It's unfair I guess."

The second view was that the participants acknowledged that plagiarism discouragement was also present within diverse cultural and religious contexts. Similar to the preceding section, the participants perceived anti-plagiarism policy as a strategy to foster integrity and held the belief that the concept of honesty was universally acknowledged across various cultures. P6 described the notion of honesty within the context of Islam, emphasizing its pervasive influence on various facets of human existence, including

interpersonal interactions and ethical conduct. P7 also expressed a comparable viewpoint, positing that Islam holds a stance opposing deceitfulness.

(P6): “(Plagiarism) is only a concept in the West. If we don't want to associate it with a religion, but with life values, I'm sure life values of all cultures in the world promotes honesty. So, the essence of "No to Plagiarism" is honesty, and that concept actually exists in every culture. Islam teaches how we treat people which means don't claim something that isn't yours. That's one very simple thing: don't steal, don't cheat, because cheating means claiming something that isn't yours. Actually, the concept of plagiarism exists in all. I'm sure there is in Islam, Buddhism, and all religions that promote virtue.

(P7): “Actually, Islam is against things like that. The point is about being honest, but we don't mention the term “plagiarism” in Islam. In my opinion, actually there are many things in Islamic teachings that can be legalized, if we want to. The term legal means it belongs to Muslims, but we don't do that. Islam is *Rahmatan lil 'Alamin*, which means that its teachings could be practiced by everyone, including non-believers. Teaching methods take as an example. If you learn a language, you have to start with learning a lot of vocabulary and listening to the pronunciation. They (Western) wrote books about it, so it feels like the method belongs to them. In fact, our Prophet was taught by Allah with vocabulary first which is mentioned in the Koran, but we don't claim that.”

Based on the two sides of narratives, the participants exhibited rather mixed feelings in expressing their perspectives on plagiarism. In line with the previous research, the participants saw plagiarism as a Western influence in the form of English language imposition (Pennycook, 1996). It was believed by some that plagiarism constituted a broad concept that had been appropriated, legitimized, and propagated by Western societies as a means to disseminate their ideological perspectives. According to Adiningrum and Kutieleh (2011), the topic of plagiarism has the potential to generate conflicts among EFL students. While the participants reached a consensus regarding the promotion of honesty through the concept of plagiarism, some of them expressed the viewpoint that the value of honesty is deeply rooted in various cultural contexts. This study revealed that the participants developed a correlation between the concept of honesty, which formed the basis of plagiarism, and their religious teachings. The participants in our study expressed the belief that religion should serve as a fundamental basis for individuals to uphold principles of honesty throughout every aspect of life.

Due to the theological principles of Islam, Muslims were expected to refrain from engaging in plagiarism. Our findings differed from those of Adiningrum and Kutieleh (2011), who observed that religious behaviors, including the recitation of formulaic and repetitive prayers, may be a contributing factor to the frequency of plagiarism in Indonesia. In the present study, the participants contended that religious teachings exhibit a negative correlation with occurrences of plagiarism.

#### **4.2 Impacts on the Participants' Teaching Practice**

This section answered the second question of this study; What were the implications of their shifting views of plagiarism on their educational practice? The data revealed that their experience studying overseas has influenced their teaching practices at home university. In terms of teaching practice, the participants mentioned promoting honesty values in the form of reminding their students about avoiding plagiarism, giving class assignments that required students to develop their critical thinking skills, and punishment applied when their students were caught committing plagiarism.

(P1): "I try my best to remind them. Do not take others' ideas and put them in their own writing. I ask them to be very careful with the quotation. Put the source."

(P2): "how to put references correctly. If you didn't do the paraphrase then you have to put the direct quotation. I ask my students to paraphrase because some students tend to take the whole thing from the book and take like more than 10- 20 sentences.

One lecturer (P7) distributed examples of the assignments she had gotten during her academic study in the United States. Her intention was to expose her students to assignments that fostered critical thinking skills. P7 adopted a 'reaction paper' as a means for students to engage in reflective thinking regarding their reading materials. Alternatively, students were also assigned to school tours and afterwards produce reports based on their observations during these visits. P7 further expressed that there may be inquiries regarding her approach, nevertheless she maintained her belief that such tasks would prove advantageous for the students in the long run.

P7):"Reaction paper is commonly given in a master's program, but the students must start being critical when reading something. So, they have to exercise their critical thinking. And, if one says the reaction paper is for me who is a master's graduate, and not to be assigned to bachelor students, we should look at the benefits it offers."

All participants concurred that the Western concept of plagiarism should be transferred to students at their local university. They believed that their students needed to practice their critical thinking skills by exposing them to adhere to the Western concept by instilling in assignments and the citation and referencing as a standard form of source acknowledgment. The results indicated that the use of assignments involving critical thinking skills and citations/references similar to those applied in the West was seen as a way to encourage students to avoid plagiarism. Unfortunately, we did not inquire further whether the students were aware that the assignments given were to help them become accustomed to the Western literacy practices. Pennycook (1996) mentioned that it is important for lecturers to engage in their students' cultural and educational background when the Western literacy practices were promoted in the students' learning culture. He stated, "Also needed is an attempt to understand the other side of the coin—our students' textual and language learning worlds as well as the constraints on their lives and their perceptions of how academic norms operate and may be flouted" (p. 227). Therefore, informing the students how the assignments could exercise their critical thinking skills and what the lecturer's expectations for students to accomplish the assignments must be discussed between lecturers and students. If the discussion disappeared, students might think that the assignments were difficult and would do anything, including committing plagiarism, to get good grades (Agustina et al., 2017).

Regarding the consequences of committing plagiarism, the participants appeared to have made it very clear to their students that they will lower the student's grade (P2, P3, P6, P7, P8), reject the student's work (P3), or request the student to revise the paper/assignment if the student plagiarises (P4). The following are the participants' key excerpts:

P4):" I will ask for the student's clarification first, and then revise. And, if they keep doing it, I will tell them to paraphrase or quote the words. They have to be patient, because it's not an instant process. If they do the same thing again, they will revise their writing again until they get bored. Then they will probably think, "Oh, I don't want to be called for doing the same thing over and over again." Then, they will start to change."

The evidence above showed that the lecturers used different punishments when their students were caught plagiarizing. The inconsistent treatments were in congruent with other studies (Adiningrum et al., 2013) reporting that the participants dealt with their students' academic dishonesty privately, instead of reporting the cases to the institution, and applied different treatments on plagiarism cases emerged among their students. In the implementation of plagiarism, consistency on plagiarism should be considered

as it would create negative views among students. This would potentially develop their students' critical thinking skills and decrease plagiarism rates (Adiningrum & Kutieleh, 2011).

#### *4.3.3 Understanding Their Students' Challenges*

The majority of the participants were cognizant of the potential difficulties in implementing the Western academic model of plagiarism prevention in their teaching, mostly due to the linguistic challenges faced by their students. P5 expressed her weariness with the role of a language editor for their students' work, thoroughly reviewing and addressing linguistic problems as well as inaccurate citations made by the students. In addition, P5 explained that the task of writing in the Indonesian language remains challenging for individuals, making the prospect of writing in English even more daunting. In the same vein, P9 concurred that the issue extended beyond the proficiency level of the students in English. The excerpt is as follow:

(P9): "English is a foreign language, or perhaps the third here. The students even make mistakes in their own language, but that does not mean their English is bad. It's normal if we still find some mistakes in their writing, and that means the student is honest. If it's too perfect, it should be suspected."

The narratives above were contrasted with the previous study which showed that the overseas returnees applied stricter teaching practices to their students (Gow, 2014). In our study, the participants tended to be more emphatic towards their students' learning trajectory in understanding plagiarism and acquiring academic writing skills. For the EFL lecturers, writing in another language was a hurdle faced by their students as multiple academic skills integrated at once. For example, paraphrasing skills were reported to be challenging for EFL learners as it was not simply about reformulating one's ideas, but paraphrasing acquired EFL learners to merge their own ideas and, simultaneously, use others' ideas to be their authorial voice in a written text (Mori, 2018).

However, despite expressing their endorsement for the abolition of plagiarism, the participants held the belief that it was not their responsibility to educate their students regarding plagiarism and the conventions of academic writing.

(P4): "I don't teach how to write in my class since there are abundant materials that I have to cover."

In the same vein, P1 stated that she shared about plagiarism but never taught how to acknowledge sources because it was not her subject to teach academic writing. P3 added that:

(P3): “I can’t really teach about plagiarism in the class. I think it’s supposed to be taught in academic writing class or research method class.”

Our participants seemed to be reluctant to comprehensively educate their students regarding the concept of plagiarism. Previous studies showed that one of the challenges in the implementation of plagiarism policy was the lecturers’ minimal efforts in imparting knowledge on how to avoid plagiarism to their students and incorporate others’ ideas in students’ writing (Agustina et al., 2017). The reluctance from the EFL lecturers to disseminate information inclusively in their teaching practices were likely due to their abundant academic responsibilities (Khathayut et al., 2020). Unless these conditions change, students’ accidental plagiarism will continue until universities put their maximum efforts on giving students trainings on plagiarism and boost their motivation to learn (Powell, 2012).

## **CONCLUSION**

The present study has undertaken an examination of the phenomenon of plagiarism within various cultural contexts, with a specific focus on the Indonesian context. This study focused on Indonesian lecturers who have obtained graduate degrees from Western universities. It aimed to investigate the evolution of their perspectives on learning and how these perspectives influence their pedagogical approaches. The results of the study indicated that the lecturers' perspectives on plagiarism have undergone a shift due to their experiences studying abroad. Furthermore, individuals' personal beliefs have contributed to the enhancement of their viewpoints regarding the perception of plagiarism as an endorsement of integrity. Within the realm of pedagogical practice, educators have transferred their understanding of plagiarism to their students by implementing their preferred consequences of academic dishonesty. This study posits that the perspective of individuals has been shaped not only by the Western culture, but also by their own cultural backgrounds, such as religious beliefs.

The results of this study hold significant advantages and implications for Indonesian educators as well as policymakers, particularly those involved in teaching English as a second language or in comparable educational settings. This study proposes that the adoption of Western perspectives on plagiarism by Indonesian lecturers may not align with the current Indonesian academic context, as there are notable disparities between these two academic communities. Hence, it is imperative to implement a reform in the realm of

pedagogical practice. It is crucial for educators to possess an awareness of students' cultural backgrounds when incorporating a Western framework, particularly in relation to the issue of plagiarism. The findings also indicate that there is a need for policy makers to reassess the current approach to plagiarism prevention, as there is inconsistency in its implementation among educators. Furthermore, it is imperative to consider the adaptation of the policy within the Indonesian context.

#### *Potential Areas for Future Research*

Due to the restricted sample size of participants from a single institution, the findings of the study lack generalizability to a broader population. In terms of participants, this study has the potential to be replicated in diverse contexts, encompassing a broader sample of lecturers and/or students from various universities or academic disciplines. This would yield a more comprehensive understanding of the strategies employed to prevent plagiarism in Indonesia. Furthermore, given that the results indicated that certain participants associated their beliefs with the notion of plagiarism, it is recommended that future research investigate the impact of religion on individuals' perceptions of plagiarism. In terms of methodology, it is recommended that future studies supplement the interview technique employed in this study by integrating surveys and document analysis as supplementary methods. This would facilitate a comprehensive exploration of the views held by Indonesian educators and/or students with regard to the phenomenon of plagiarism.

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