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SOCIAL PRACTICES OF PLAGIARISM IN OPEN UNIVERSITY STUDENTS IN MAKING ONLINE TUTORIAL TASK

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Abstract

This research aims to describe Open University students' perceptions of plagiarism, The factors behind the plagiarism and forms of plagiarism in Open University students in creating online tutorial tasks. This research uses a qualitative method by distributing questionnaires to 23 respondents. The result of the research finds that the general perception of Open University students about plagiarism is still limited to the technical level, that is doing the cheating in the exam. So that in doing the task of the online tutorial, they never quote information or task material from the internet without mentioning the source. There are two factors that cause Open University students to practice plagiarism, namely; (1) the development of information technology such as internet which gives ease to the students to get the materials of online tutorial task from those sources, (2) the high burden of student task, while the available time is very limited. However, the form of plagiarism by Open University students can still be categorized as a form of inadvertent plagiarism, among others; (1) take the writings of others who are acknowledged as own works, such as download papers or articles from the internet, then collected as a result of his own work, (2) take idea then change into his own language, and (3) The whole (copy paste) without changing the text or adding with any analysis or comment.

Keyword: Plagiarism, online tutorial, perception, distance education

1   PRELIMINARY

Open University is a distance education institution remotely using the internet network as one mode of learning. One of them is an online tutorial service (online tutorial) aimed at helping students solve various lecture problems that are considered difficult. Therefore, this online tutorial activity is not much different from the face-to-face lectures in the classroom. Students learn to be facilitated by a lecturer (read-tutor) to discuss certain lectures. But the difference, if the lectures are face to face for 18 weeks per semester, but online tutorial only done eight weeks. The task of the tutor was slightly different, such as preparing the initiation as a substitute for teaching materials, making eight discussion topic topics that will be discussed in discussion forums, and provide 3 tutorial tasks. Meanwhile, students must study the initiation materials, participate actively in discussion forums and do three tutorial tasks. Tasks are given in weeks 3, 5, and 7. Active participation of students in discussions and online tutorial assignments contributes 30% towards the final grade of the course.

However, the initial observations made by the authors during this show that many students participant online tutorial who did not play an active role in the discussion and in the execution of tasks. Even from the recording of online tutorial participants' activity, it was found that some of the students had actually opened discussion forums and job pages, but they did not post anything on the forum. Many Open University students who work on tasks are just careless, sending answers over time, and there is a tendency for students to do their work by plagiarism, for example by sending answers that are entirely taken from the internet without specifying the source.

This phenomenon is certainly not very good because the Open University's effort to provide learning assistance services to students based on honesty values has not been welcomed by students. Whereas from the registration period 2013.1 all courses are completed with online tutorial activities, so if the task is not done well or practice plagiarism, it will reduce their chance to get value contribution for each subject they register. This is thought to be the result of several reasons, namely (1) the possibility of Open University students has not understood the essence or meaning of the tutorial task; (2) Tutor of online tutorial has not explained the essence of a tutorial task, (3) other possible tutors giving less feedback on student assignments, and (4) limited access to UT students to obtain library services.

According to Fasli Jalal (2010), the act of plagiarism other people's scientific papers which are later acknowledged as their own works have long been held in various institutions of higher education. The case of plagiarism is not only done by students but also professors and professors. As reported in Kompas.Com entitled "Penjipakan Makin Merebak/ More Plagiarism" (18/02/2010). There were two prospective professors at a private university in Yogyakarta who was suspected of submitting scholarly work on the submission of their master degree, so that the submission of their professorship title was temporarily suspended until the clarification process was completed. Another striking case of plagiarism occurred in a sociology doctorate of alumni at Gajah Mada University (UGM). In one of the news on www.surabayaspost.co.id under the title "Membenahi Moral Pendidikan Tinggi/ Maintaining a Moral Higher Education" (02/03/2010), it is mentioned that the case is only known after the declared graduated as a doctor in the field of sociology and that after The dissertation of the dissertation work concerned in one of its parts is considered trumpeting thesis masterpiece of Faculty of Social and Political Science of University of Airlangga. With the incident, the title held by the concerned member had to be canceled by the UGM Senate.

Plagiarism is defined in the Great Dictionary of Indonesian as a collection of other people's opinions and makes it as if its own, such as publishing another's written work on its own behalf. Historically the term plagiarism comes from the word plagium which means kidnapping of a child or slave. Then Belinda (in Soelistyo, 2011) defines plagiarism as an act of plagiarizing other people's ideas, ideas or works without mentioning the source, giving rise to false or misleading assumptions about the origin of an idea, idea or work. Meanwhile, Goldstein (in Soelistyo, 2011) declared the plagiarism act as a form of plagiarism, thus deemed to have a connection with copyright.

According to Minister of National Education Regulation no. 17 of 2010, there are five forms of plagiarism that often occur and done intentionally in the academic or college environment, as follows:

- Citing terms, words, sentences, data, information and combine from a source without specifying the source or without adequately and adequately declaring its source.
- Referring to or citing random terms, words, sentences, data or information from a source without specifying the source or without stating the source adequately and completely.
- Use the source of ideas, opinions, views, or theories without adequately and completely stating or including the source.
- Formulate with words or with your own sentences from sources of words, sentences, ideas, opinions, views, or theories without adequately and adequately outlining the source.
- Submit a scientific paper produced or published by the other party as a scientific work without including the source adequately and completely.

According to Fasli Jalal (2010), the factors causing Indonesian society began to be infected by instant culture, a habit that wants everything to be obtained quickly, although to obtain it must violate ethics, norms and applicable law. This instant culture has infected almost all walks of life ranging from ordinary people to high officials. Coverage of this instant culture ranging from food to the Publishing of fake diploma, cheating homework to trace the final task as a student thesis. This not only affects people's lifestyles but also has a negative impact on the progress of the Indonesian nation.

According to Suganda (2005), there are several factors that cause plagiarism still occur among students are (1) Lack of knowledge about the rules of writing scientific papers, (2) The misuse of technological advances has introduced the internet to students. Ease-amenity in accessing this internet is not infrequently abused by students. Students do copy - paste without mentioning the source copy of the reference, (3) Lazy. Lazy nature is a human nature, not least for students. Students become saturated and lazy because it is always faced with the tasks that accumulate. Tasks from various courses often have deadlines that are almost simultaneous. This, of course, makes the student less than optimal to

do his job. Not infrequently, students also do the task with a shortcut. Distract from time constraints, students do copy paste from friend's work or internet browsing result, (4) Wants good value. Most students would want a good grade so that various ways are done to get that goal. Sometimes students do plagiarism because it only prioritizes good value without thinking of its impact. (5) Sanctions have not been enforced explicitly. Protection of patent from a scientific work is still small. Law enforcement of the plagiarism of a scientific work is still weak. Even if there are often exposed to punishment is a student who is caught doing plagiarism. While the person who offers the preparation of thesis and thesis is still often separated from the legal snares.

Another factor that affects the action of plagiarism is perception. The word perception is derived from the English word perception. The word perception is translated into Indonesian as a view, a feeling, a power of sight/knowledge, knowledge, awareness, and observation. Rachmat (2005) says that perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Giving meaning to sensory stimuli.

Meanwhile, Kinichi and Kreitner in Kustiwi (2014) define perception as the cognitive process experienced by everyone in understanding information about their environment, either through sight, hearing, appreciation, feeling and smell (Simbolon, 2008). Robbins in (Siauman, 2005) quoted by Kustiwi (2014) states that perception is a process by which individuals organize and interpret their sense impressions to give meaning to their environment. Meanwhile, according to Morgan perception is defined as an individual way of looking at the outside world and refers to individual experience (Siauman, 2005).

Research on plagiarism among students has been done, such as the study of Puspita Mahesti Ririh (2010) entitled "The Behavior of Internet Plagiarism (Study of Typology of Internet Plagiarism Behavior among Students of Faculty of Social and Political Science of University of Airlangga)" to 100 respondents stated that 94% Do a copy and paste from the internet without including the name of the author and the source of his writing.

Yohana Inga Wfy (2010) conducted a research entitled "Plagiarism Behavior in Executives and Non-Exact Students (Descriptive Study of Student Perceptions and Attitudes of FST and staff Faculty of Social and Political Science to plagiarism behavior in University of Airlangga)", mention that the exact student is higher FST doing plagiarism Than the non-exact student of Faculty of Social and Political Science. The pattern of plagiarism action performed by both groups is the same at the time of setting individual tasks. The student's stimulus to do plagiarism is a classmate because some students are not caught while doing plagiarism, then the action of plagiarism was imitated by other students. The attitudes of the teaching staff both among the exact and non-diverse students are cognitively or tend to prohibit or behave normally or simply because they assume that the student's plagiarism is a natural thing.

The result of Hadi's research (2008) found that the cause of Faculty of Social and Political Science of Malang Muhammadiyah University students completed the academic task by plagiarism, that is the lack of knowledge in making the correct writing, the students become lazy to think, the influence of the campus or living environment, and want to get good grades. The result of Hadi's research was supported by Zahur (2012) who stated that the plagiarism among students in blindly lecturing the faculty of Tarbiyah of State Islamic Religion Institute of Imam Bonjol Padang, triggered by the development of information technology and the intensity of lecture tasks while the available time allocation is very limited. Meanwhile, Pickering (2006), revealed that the reason students do plagiarism, among others, the pressure to get higher grades, lack of time to learn, lazy, error instruction, and often make delays in doing academic tasks.

Based on some of the results of this research, it is clear that the research practice of plagiarism among students is still focused on the students face to face, while the students of PTJJ as far as the researcher knowledge is still rare or even never done especially in Indonesia. Therefore, this research is considered urgent to be used to find solutions and prevention of plagiarism practices.

This article was written based on research results aimed at describing Open University students' perceptions of plagiarism, the factors behind the student's plagiarism and the forms of plagiarism among Open University students in creating online tutorial tasks. This study used a qualitative approach by asking students to fill out a questionnaire that was uploaded on online tutorial application of Indonesian

Language. Data analysis was done by using qualitative and quantitative data analysis. Qualitative data analysis is used to describe the data obtained from the interview results limited to some students, while quantitative analysis used to describe the data obtained from the questionnaire distributed to students.

2 RESULTS AND DISCUSSION

2.1 Student Perception about Plagiarism

The results show that the majority of UT students have known the term plagiarism. The main sources of information about plagiarism were obtained from the Open University website of 10 respondents (43.48%), The Last Semester Examination 5 (21.74%), internet 3 (13.04%), UT catalog and News Paper of 2 people each (8.70%), and 1 person (4.34%) earned from friends. More can be seen in Figure 1.
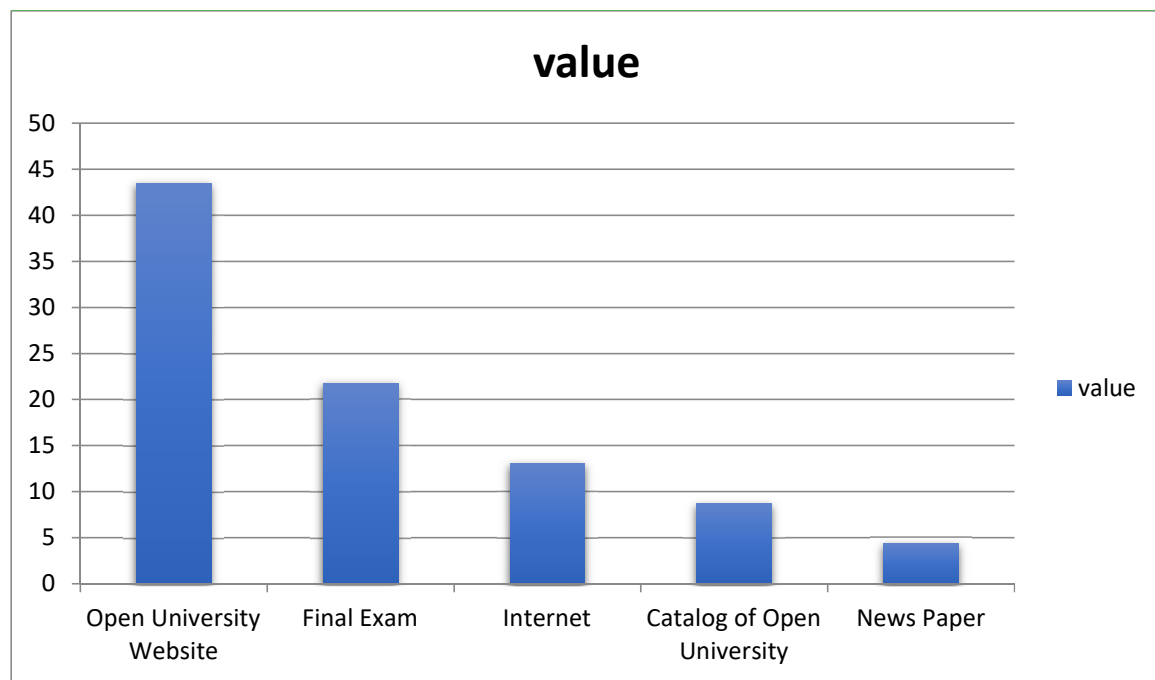
Figure 1. Source of Information About Plagiarism

This suggests that information about plagiarism is well known, but unfortunately, it is still a prohibition to avoid cheating on a friend during the exam, without further explanation of why it is not allowed to do so and how to avoid plagiarism. Thus, the plagiarism they understand is only a prohibition for not cheating a friend during the exam. The results of this study indicate that the majority of respondents define the plagiarism act is to trump the work of friends during the exam as much as 15 people (65.22%), and collect the work of friends by changing the name and Student ID Number as personal duties, as many as 8 people (34.78%).

It seems that Open University students understand plagiarism to the extent of technical level, that is in the form of cheating the duties of friends. If a student only knows the definition of plagiarism in such a form, the student is indicated to have an opportunity to perform plagiarism. This is in accordance with the argumentation of Belinda (in Soelistyo, 2011) which states that one of the causal factors that are suspected to be the trigger for the increasing number of pluralism cases in Indonesian students is the wrong perception of the students.

2.2 The Social Practice of Plagiarism In Working on the Online Tutorial

The results of this study indicate that students have participated in doing online tutorial tasks, but in practice they experience various difficulties, such as study time clashing with hours of work, not understanding the intent of the question and the lack of time given to do the task. Therefore, students

argue plagiarism because of forced, pressed time and not possible to do online tutorial task , and the demands of online tutorial tasks are too heavy and burdening students, therefore students take shortcuts by copying paste online tutorial tasks from the internet. Students are reasoned to do the instant way because it is more efficient time, quick to finish and easy, and copy or imitate the duties of friends because it is easier to do, practical, and quic9kly completed.

Behind the decision to do plagiarism in doing online tutorial work, there must be a reason for encouraging them to do so. The results of this study indicate there are some things that cause Open University students to practice plagiarism: Limited time (43.48%), confident that the tasks collected are not read by the tutor (30.43%), want to complete the task on time (17.39%), and want to get good score (8.70%).
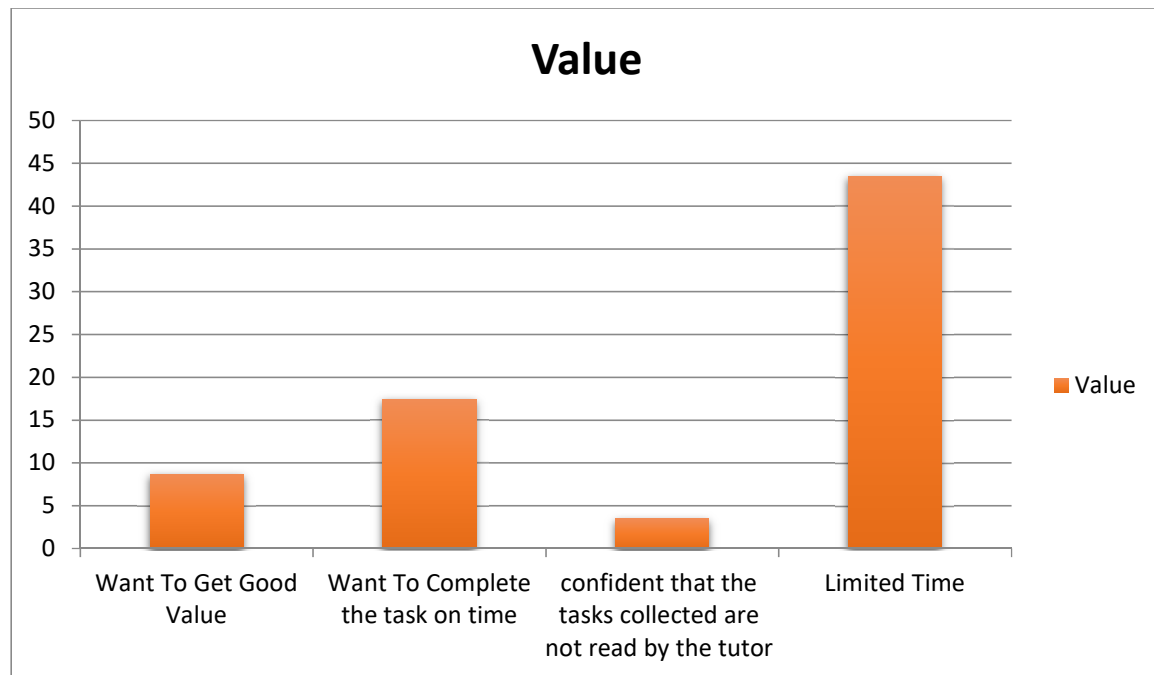

Figure 2. Factors Cause of student Doing Plagiarism

From several factors, it can be concluded two factors causing the behavior of plagiarism among Open University students, namely; (1) the development of information technology such as the internet that makes it easier for the students to get the materials to do the online tutorial task from those sources. Backed up with ease and speed of access, as well as search and copying facilities, (2) the high burden of tasks assigned, while the time available is not enough to do online tutorial tasks. There is also a habit of delaying the collection of tasks so that they are trapped in the habit of learning SKS system (Sistem Kebut Semalam/system racing overnight) in doing online tutorial tasks so that when time is pressed, then encourage students to find a shortcut by finding information or material of tasks from the internet, without specifying The source. The findings of this data support the results of Haris's (2009) study which found that students who have poor time and planning management and are accustomed to delaying the delivery of duties so that they are tempted to copy and paste when the time is insufficient.

In addition, factors that also affect students do plagiarism is the tutor rarely check the task online tutorial. Students are of the view that an act of copying paste tasks from the internet or taking the duties of friends as a legitimate act, and it has become natural. Based on their experience there is no strict sanction from the tutor when collecting the tasks quoted from the internet, just a warning not to do such a thing again. Soelistyo (2011) in his book explains, one of the factors causing students to do plagiarism that is because the weak academic ethics that occurs in the campus environment, implementation or application of student ethics guidance within the academic environment is softer than the law. In addition, the ethical norms of students also do not put forward sanctions as hard as the rule of law. Sanctions against violations of ethics are nothing more than blemish and criticism only. Therefore sanctions given to students who have done plagiarism has not been able to cause a deterrent effect so that students only consider plagiarism as an act that is commonly done and it becomes a custom or culture that is reasonably done by students.

2.3 Forms of Plagiarism in Working on Online Tutorial Tasks

The forms of plagiarism done by Open University students can be known from the way the student completes the online tutorial task when the task collection deadline is imminent. Based on the results of the research using questionnaires it can be seen that the forms of plagiarism done by Open University students is by copy paste from the internet and by copying their college duties. This is in accordance with the results of research (Ririh, 2010) which suggests the forms of plagiarism that occurs among students that are by the way students imitate the task of friends and find some posts on the internet in accordance with the topic of the task and then the writings are directly in copy paste into the task.

The results showed that there are 3 forms of plagiarism that might have been done by Open University students when doing the online tutorial task, that is; First, download papers or articles from the internet, then collected as the work itself. From the table, it can be seen that as many as 20 respondents (86.96%) stated never download free papers or articles from the internet then collected as his own to complete online tutorial tasks. Only as many as 3 respondents (13.04%) said rarely do so. Second, copy and paste material from the internet without mentioning the source and then assembled as an online tutorial task. A total of 13 respondents (56.52%) stated that they rarely did it, and they stated that they had never done only 2 (8.70%). However, as many as 3 respondents (13.04%) stated very often do that, and that states often do as many as 5 people (21.74%).

Third, rename, student ID Number and a few words from an original source, then sent as an online tutorial task. This form of plagiarism with Thief, as many as 20 people (86.96%) never did, and there are 3 respondents (13.04%) who claimed to have done it. This indicates that the forms of plagiarism conducted by respondents are mostly unintentional forms of plagiarism, that is, the practice of plagiarism which is done because of the ignorance of the respondents that the practice is included in the form of plagiarism.

3 CONCLUSION

Based on the results of research analysis and discussion, the author can draw some conclusions, among others:

1. In general, Open University students' perceptions of plagiarism are still limited to the technical level, is in the form of cheating on the exam. Students claimed to have done the task online tutorial by quoting the task material from the internet without mentioning the source, which are as many as 15 people (78.36%) of 23 respondents. Such action is classified as unintentional plagiarism because of ignorance in how to use documentation or information available on the internet.

2. The results of this study also conclude that there are some things that cause Open University students to practice plagiarism, in the meantime; Limited time (43.48%), confident that the tasks collected are not read by the tutor (30.43%), want to complete the task on time (17.39%), and want to get good score (8.70%). From several factors, it can be concluded two factors causing the behavior of plagiarism among Open University students, namely; (1) the development of information technology such as the internet that makes it easier for the students to get the materials to do the onlin tutorial task from those sources. Backed up with ease and speed of access, as well as search and copying facilities, (2) the high burden of tasks assigned, while the time available is not enough to do online tutorial tasks. There was also a habit of delaying the collection of tasks so that they were trapped in the habit of learning SKS system (Sistem Kebut Semalam/System Rice Overnight). This encourages students to search for shortcuts by searching for information or task metrics from the internet, without listing the source.

3. Plagiarism forms performed by respondents in completing online tutorial tasks can be divided into three. The three forms of plagiarism are (1) taking the writings of others who are acknowledged as works of their own, (2) taking ideas or torso of the minds of others to be subsequently transformed into their own language, and (3) retrieving the text as a whole without altering the text or adding With any analysis or comment. This shows that the forms of plagiarism by the respondents are mostly

unintentional forms of plagiarism, that is, the practice of plagiarism which is done because of the ignorance of the respondents that the practice is included in the form of plagiarism.
Suggestion

Based on the results of research and conclusions, the authors provide suggestions, among others:

1. The provision of a course of writing scientific papers is offered at the very first time a student enters in Open University and as part of the learning process. The course offerings at the beginning of the course are expected to shape students' understanding right from the start, so there will be no case of Open University students unaware of plagiarism and they know how to avoid plagiarism practices.

2. It is hoped that the results of this study can give an idea of plagiarism practices conducted by Open University students, so that tutors or teachers together can provide a deterrent effect for students who do plagiarism, and jointly also take preventive measures to minimize plagiarism in Open University, For example, the tutors provide concrete sanctions in the form of not giving value to students who are proven to do plagiarism in doing online tutorial tasks.

3. The results of this study are expected to be useful and additional information for subsequent researchers related to the practice of plagiarism in doing online tutorial tasks through experimental methodology in order to know exactly the forms of plagiarism practices conducted by Open University students associated with the practice of plagiarism in doing online tutorial tasks Through an experimental methodology to know exactly the forms of plagiarism practices undertaken to serve as a basic ingredient in prevention of plagiarism among Open University students.

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