



Indonesian university students' perceptions of plagiarism: understanding its consequences and the benefits of awareness

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ABSTRACT

Plagiarism remains a persistent challenge in higher education, particularly within Indonesia, where linguistic barriers and academic pressures contribute to its prevalence. Although previous studies have addressed the causes and prevalence of plagiarism, limited attention has been paid to students' understanding of its academic consequences and the benefits of such awareness. This study investigates Indonesian EFL university students' perceptions of plagiarism, focusing on their knowledge of its consequences in research writing and the perceived advantages of understanding these repercussions. Adopting a qualitative descriptive-exploratory design with quantitative support, data were collected from twenty students through open- and closed-ended questionnaires. Thematic and descriptive statistical analyses revealed that while students showed general awareness of plagiarism's academic and legal consequences, gaps remained in their understanding of severe penalties. Moreover, students perceived that awareness of plagiarism consequences helped them avoid academic dishonesty, boosted confidence, promoted responsible behavior, and reduced the temptation to plagiarize. These findings imply the need for more comprehensive, practical academic integrity education to strengthen students' ethical writing practices and enhance institutional efforts to combat plagiarism.

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Introduction

Plagiarism has emerged as a pervasive concern across the global academic community, particularly in higher education. The proliferation of digital technologies and the internet have facilitated unprecedented access to information, inadvertently making it easier for students to engage in academic dishonesty, including plagiarism (Buranen & Roy, 1999). This trend has been exacerbated by the rise of electronic assessments, which, while offering

flexibility, have also introduced new avenues for unethical behavior (Sutherland-Smith, 2008). In academic contexts, plagiarism is defined as the act of presenting another individual's work, ideas, or expressions as one's own without proper acknowledgment. This encompasses a range of practices, from direct copying and pasting of text to more nuanced forms such as improper paraphrasing or failure to cite sources. As academic institutions continue to emphasize originality and critical thinking, plagiarism represents not only a breach of academic rules but also a fundamental violation of scholarly ethics (Alua et al., 2022). It diminishes the value of authentic intellectual effort, distorts learning outcomes, and compromises institutional reputations (Hu & Lei, 2014). Furthermore, it challenges educators to balance enforcing academic honesty with understanding the underlying motivations for such misconduct.

Plagiarism is among the most widely debated issues in higher education, but it is constantly misconceived as a problem in non-English native environments, including Indonesia. Although there is a plethora of research on plagiarism from organizational, ethical, and linguistic perspectives (e.g., Pecorari, 2010; Sutherland-Smith, 2013; Keck, 2014), a lot of this work is Western-based. This thus leads to a limited understanding of Indonesian university students' conceptions and justifications for plagiarism within their specific cultural, educational, and linguistic environments. Prior research conducted in Indonesia has focused chiefly on the incidence and detection of plagiarism (e.g., via Turnitin reports or institutional policy analyses) rather than on understanding students' cognitive, attitudinal, and moral reasoning for engaging in it. However, very little is known about how Indonesian students perceive the impact of academic or ethical consequences of plagiarism, and the effects of exposure to programs designed to discourage responsible academic behavior. What is more, many previous studies view plagiarism as merely an act of misconduct rather than a pedagogical and cultural issue that revolves around students' conceptions of authorship, intellectual property, and academic writing conventions in English. This narrow focus has led to significant under-theorizing of plagiarism as a developmental feature of students' overall academic literacy development, especially in multilingual settings such as Indonesia.

In Indonesia, plagiarism is recognized as a serious issue that threatens the development of creativity, academic integrity, and innovation within higher education institutions. Studies have indicated a notable prevalence of plagiarism among university students, with various forms ranging from verbatim copying to citation misuse being identified through textual and content analysis (Tambunan et al., 2021). One key contributing factor is the language barrier many Indonesian students face, particularly when required to write in English or engage with scholarly literature in a foreign language (Liu & Wu, 2020). This linguistic challenge often leads students to replicate existing texts rather than risk miscommunication or inaccuracy. Academic pressure, driven by high expectations for performance and competition for scholarships or future employment, further incentivizes dishonest practices (Maharajh, 2020). Additionally, a lack of comprehensive training in academic writing and referencing contributes to unintentional plagiarism. While institutions have policies on academic misconduct, their implementation varies widely, leading to inconsistent enforcement. This, coupled with culturally embedded notions of collectivism and differing understandings of authorship, can blur students' perceptions of what constitutes plagiarism (Akbar & Picard, 2019).

The consequences of plagiarism are multidimensional, extending beyond immediate academic penalties to include significant social and legal ramifications. Academically, students found guilty of plagiarism often face harsh disciplinary actions such as receiving failing grades, academic probation, suspension, or even expulsion (Sun & Hu, 2022). These sanctions not only hinder academic progress but can also damage students' motivation, self-esteem, and future educational opportunities (Waltzer & Dahl, 2020). Socially, being identified as a plagiarist can result in stigmatization and strained relationships with peers and faculty, as trust, an essential component of academic and professional environments, is eroded. The long-term implications can be especially severe for postgraduate students or professionals, where acts of plagiarism involving copyrighted or proprietary materials may trigger legal consequences, including lawsuits and loss of professional standing (Sayeda, 2024). Moreover, institutions plagued by high rates of plagiarism risk losing their academic credibility, which can affect their rankings, accreditation status, and the employability of their graduates. Thus, combating plagiarism is crucial not only for individual integrity but also for institutional reputation.

While the literature has emphasized the risks and penalties associated with plagiarism, a growing body of research has begun to explore students' perceptions of its benefits, a perspective often overlooked in academic policy discourse, some students perceive plagiarism as a necessary strategy to cope with academic demands, particularly when under intense time pressure, struggling with complex reading materials, or juggling multiple assignments (Shen & Hu, 2020). In such cases, plagiarism may be seen not as an act of defiance but as a form of academic triage. Other students justify plagiarism by citing external factors such as unclear assignment guidelines, insufficient instructor support, or inadequate training in citation practices (Merkel, 2021). These perceived benefits reflect a deeper issue: students may feel disempowered or inadequately prepared, prompting them to resort to dishonest practices (Gullifer & Tyson, 2010). Understanding these perceptions allows educators to address the root causes of plagiarism and develop more supportive academic environments. Thus, what is needed are studies that are more context-specific and understanding in nature, more perceptually oriented, that further investigate how Indonesian university students understand plagiarism, view its repercussions, and embrace practices of awareness-raising. Closing this gap could not only contribute to a deeper understanding of academic integrity among students but also yield valuable insights for culturally tailored plagiarism education and the development of academic integrity policies in the Indonesian higher education context.

Prior research predominantly views plagiarism as a technical or ethical infraction rather than as a multifaceted educational and cultural phenomenon shaped by linguistic competence, academic literacy, and socio-cultural conventions (Pecorari, 2010; Sutherland-Smith, 2008). Thus, these studies often fail to examine how students interpret plagiarism, assimilate awareness initiatives, and understand the academic and ethical ramifications of their actions. This makes existing interventions less effective because institutional policies and awareness campaigns may not align with how students really feel or what they need to learn. The prevalence of plagiarism cases, the role of plagiarism detection software such as Turnitin, and institutional responses to academic dishonesty have been the main topics of plagiarism research in Indonesia. Research on students' perceptions and awareness at a deeper psychological and pedagogical level, particularly regarding how they relate

plagiarism to their academic growth, moral development, and English-as-a-foreign-language writing proficiency, remains limited. Furthermore, the educational advantages of plagiarism awareness programs in influencing students' ethical reasoning and writing practices have received little attention. Although awareness campaigns are frequently conducted, their effects on students' comprehension, attitudes, and behavioral changes regarding plagiarism are not well supported by empirical data.

Despite the increasing body of literature exploring students' understanding of plagiarism, most existing studies focus primarily on identifying its prevalence and contributing factors, such as academic pressure, institutional policies, and cultural influences (Akbar & Picard, 2019; Tambunan et al., 2023). While several studies have examined how students conceptualize plagiarism and recognize its consequences (Gullifer & Tyson, 2010; Shen & Hu, 2020), relatively little is known about the extent to which students understand the specific academic consequences of plagiarism, particularly in the context of research writing. Furthermore, there is limited research on how students perceive the benefits of being aware of those consequences. To address this gap, the present study aims to investigate Indonesian university students' understanding of the academic consequences of plagiarism in research writing and their perceptions of the benefits of knowing those consequences. By exploring both aspects, this study seeks to provide deeper insights into how awareness and perception influence students' approaches to academic integrity.

The specific research questions guiding this study are:

1. To what extent do Indonesian university students understand the academic consequences of plagiarism in research writing?
2. What do students perceive as the benefits of understanding the consequences of plagiarism?

Method

Research design

This study employed a convergent mixed-methods design (Creswell & Clark, 2018), grounded primarily in a qualitative descriptive-exploratory approach with supplementary quantitative data. This design was chosen to give a comprehensive understanding of the complex social phenomenon of student perceptions. Through the qualitative component, detailed insights into participants' experiences and rationales can be gained, while the quantitative components can help identify general patterns and trends within the sample. The integration of datasets during the analysis phase enabled a more robust exploration of the perceived benefits and consequences of plagiarism, aligning with the study's aim to capture both subjective reasoning and observable trends.

Research setting and participants

The research was conducted with undergraduate EFL students from various universities in Medan, North Sumatra, Indonesia. A purposive sampling technique was used to select 20 participants with relevant academic experience, specifically in writing research papers, thereby ensuring they had direct engagement with the issue of academic integrity and

plagiarism. Purposive sampling is well-suited to qualitative research seeking depth and specificity, especially when investigating beliefs within a targeted population (Palinkas et al., 2015). The participants represented diverse faculties and academic backgrounds to capture a multifaceted perspective on how plagiarism is perceived across disciplines.

Data collection

Data were collected through a combined open-ended and closed-ended questionnaire. Open-ended items invited participants to elaborate on their experiences, justifications, and reflections on their knowledge of the consequences of plagiarism and the benefits of knowing them, while closed-ended items gathered structured data. The closed-ended questionnaire is divided into two parts: the students' knowledge of the consequences of plagiarism and the benefits of knowing them. The closed-ended questionnaire consisted of 15 items on a Likert scale, including Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). The open-ended questionnaire aims to determine the benefits of understanding the consequences and their practice in their writing. This dual approach strengthened the reliability of the findings and enabled the integration of qualitative and quantitative insights (Creswell & Clark, 2018). Participants completed the questionnaires anonymously, which helped ensure honest and thoughtful responses.

Data analysis

For data analysis, qualitative responses were analyzed using thematic analysis, following Braun and Clarke's (2006) six-phase approach: familiarization, coding, theme development, review, definition, and writing. This approach allowed the researchers to identify meaningful patterns in the data, producing categories such as perceived benefits, motivations, and consequences. Meanwhile, quantitative data were analyzed using descriptive and inferential statistical techniques, including frequency distributions and cross-tabulations, to identify trends and potential associations between demographic factors and perceptions of plagiarism.

The research adhered to rigorous ethical standards, guided by the principles of the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979), which highlights respect for persons, beneficence, and justice. Ethical clearance was obtained from the university's ethics review board prior to data collection. Participants were informed of their rights, and informed consent was obtained. Confidentiality and anonymity were ensured throughout the process. Additionally, the study complied with the British Educational Research Association's (BERA, 2018) ethical guidelines, which emphasize integrity, transparency, and researcher responsibility in educational research.

Findings and discussion

The purpose of this study is to explore whether Indonesian university students understand the consequences of plagiarism in academic writing and what they perceive as the benefits of being aware of those consequences. Both closed-ended and open-ended questionnaires were used to capture students' perceptions. Twenty students completed the questionnaire,

which was shared via Google Forms. The findings are presented in two main parts. The first part focuses on students' knowledge and awareness of the academic consequences of plagiarism in the context of research writing. The second part explores students' perceived benefits of understanding these consequences, including promoting academic honesty, improving writing skills, and reducing anxiety about unintentional plagiarism.

Students' understanding of plagiarism

Plagiarism remains one of the most significant ethical concerns within academic environments worldwide. As institutions of higher learning increasingly emphasize academic integrity, a comprehensive understanding of plagiarism and its associated consequences is essential for both student development and institutional credibility. Plagiarism, broadly defined as the unauthorized use or close imitation of another author's work presented as one's own, compromises not only the learning process but also the core values of honesty, fairness, and responsibility that underpin scholarly pursuits.

Despite academic dishonesty policies and various institutional efforts to raise awareness, many students continue to demonstrate a limited or superficial understanding of what constitutes plagiarism and the severity of its consequences. These consequences, ranging from academic penalties such as failing grades and suspension, to long-term effects on academic reputation and future career opportunities, underscore the need to cultivate a culture of integrity through comprehensive policy implementation and targeted educational interventions. By investigating their perceptions, misunderstandings, and the underlying factors influencing their knowledge, this research seeks to generate insights that can support the development of effective institutional strategies to uphold academic integrity and prevent academic misconduct. In doing so, it contributes to the broader discourse on ethics in education and the promotion of responsible scholarly conduct.

Table 1

Student Awareness of Plagiarism Consequences

Statement	SA	A	DA	SDA
I understand that plagiarism can result in a failing grade on a research paper.	13%	87%	0%	0%
I am aware that students caught plagiarizing can fail the entire course.	7%	93%	0%	0%
I understand that plagiarism may lead to academic probation or suspension.	7%	87%	7%	0%
I know that repeated plagiarism can result in expulsion from the university.	0%	87%	13%	0%
I understand that a thesis advisor or a journal can reject a paper found to be plagiarized.	20%	80%	0%	0%
I am aware that plagiarism in research writing can be recorded on a student's academic record.	7%	87%	7%	0%
I understand that students who plagiarize may lose scholarships or research grant opportunities.	13%	87%	0%	0%
I know that plagiarism can lead to legal consequences, such as being sued by the original author.	7%	80%	13%	0%

Table 1 presents a clear picture of how Indonesian university students perceive the academic and legal consequences of plagiarism. Overall, the responses indicate a high level of awareness, but closer examination reveals gaps and areas of uncertainty, suggesting that while students may recognize surface-level consequences, their understanding may not be as deep or comprehensive as it initially appears. A striking observation is that none of the participants disagreed or strongly disagreed with most statements, and in many cases, a complete 100% either agreed or strongly agreed. For instance, 87% of students agreed, and 13% strongly agreed, that plagiarism can result in a failing grade on a research paper (Statement 1). Similarly, 93% agreed that students who plagiarize can fail the entire course (Statement 2), with no disagreement. This shows strong general awareness of the immediate academic consequences of plagiarism, such as failing assignments or courses.

However, when we move to more severe institutional consequences, the certainty slightly drops. In Statement 3, which discusses academic probation or suspension, 7% of students disagreed, suggesting some uncertainty or misinformation about more formal disciplinary actions. The pattern continues in Statement 4, where 13% disagreed that repeated plagiarism could lead to expulsion, and none strongly agreed. This reveals a vulnerable gap in understanding of the most serious institutional consequences.

Statement 5, regarding the rejection of a plagiarized paper by a thesis advisor or a journal, had the highest percentage of strong agreement (20%), suggesting that students feel most personally affected or fearful of this scenario, possibly because it is more immediate and visible in their academic journey. Another subtle vulnerability is shown in Statements 6 and 7. Although 87% agreed that plagiarism could be recorded in their academic record, 7% still disagreed or were uncertain, suggesting a possible underestimation of the long-term impact on their academic reputation. Likewise, in Statement 7, although students recognized that plagiarism could affect scholarships and grants, only 13% strongly agreed. This may imply that while they understand the academic penalties, they do not fully associate plagiarism with the loss of academic opportunities, indicating a disconnect between action and future consequences.

The most divided opinion appears in Statement 8, which addresses legal consequences, such as being sued by the original author. Here, 13% disagreed, while only 7% strongly agreed. This suggests that students are least aware or least convinced about plagiarism having real-world legal implications. This gap could be due to a lack of legal literacy, limited real-life examples in their context, or the belief that plagiarism is purely an academic issue with no external legal consequences.

The benefits of understanding the plagiarism consequences

Understanding the consequences of plagiarism is paramount for fostering ethical scholarly conduct and nurturing an environment of integrity among learners. Acknowledging the grave consequences linked with academic dishonesty, spanning from immediate punitive measures to enduring damage to one's reputation, serves as a deterrent against unethical behavior and promotes the cultivation of responsible academic practices. When learners thoroughly understand the consequences of plagiarism, they are more likely to generate original content, enhance their critical analytical skills, and adhere to fundamental academic principles such as honesty, accountability, and intellectual equity. Furthermore, this

awareness enriches the comprehensive educational journey by emphasizing the importance of personal diligence, authenticity, and respect for intellectual property.

Academic institutions similarly reap considerable benefits from students' awareness of the consequences of plagiarism, as it aids the uniform application of academic standards and bolsters the credibility and integrity of institutional outputs. Consequently, promoting such understanding is not merely punitive but also developmental, fostering students' growth into ethical, autonomous, and proficient members of the academic community.

Table 2

Perceived Benefits of Knowing Plagiarism Consequences

Statement	SA	A	DA	SDA
Understanding the consequences of plagiarism helps me avoid academic dishonesty.	20%	80%	0%	0%
Knowing the penalties for plagiarism motivates me to write original work.	13%	87%	0%	0%
I feel more confident in writing research papers because I know what plagiarism is.	7%	93%	0%	0%
Learning about the consequences of plagiarism has improved my academic writing.	0%	47%	53%	0%
Understanding plagiarism rules helps me become a more responsible student.	13%	87%	0%	0%
Knowing the risks of plagiarism reduces my temptation to copy others' work.	20%	80%	0%	0%
Awareness of plagiarism's consequences helps me value academic integrity.	7%	83%	0%	0%

The responses from Table 2 demonstrate that Indonesian university students generally recognize the benefits of understanding the consequences of plagiarism. In the first item, all respondents (20% strongly agreed, 80% agreed) believed that such understanding helps them avoid academic dishonesty. This shows that plagiarism awareness plays a key role in shaping ethical academic behavior. Similarly, in the second item, 100% of students agreed (13% strongly) that knowing the penalties motivates them to produce original work, indicating that awareness serves not just as a warning but also as a positive force that encourages integrity in writing.

In the third statement, most students (93% agreed, 7% strongly agreed) reported that understanding what plagiarism is gives them more confidence in writing research papers. This suggests that plagiarism education contributes to students' sense of control over their academic work. However, a notable shift occurs in the fourth item: more than half (53%) disagreed with the statement that learning about the consequences of plagiarism has improved their academic writing, while only 47% agreed. This points to a potential gap; students may understand the rules but still struggle with applying that knowledge to strengthen their writing skills.

In the fifth item, all students once again agreed (87% agreed, 13% strongly agreed) that understanding plagiarism rules makes them more responsible students. This implies that awareness is linked to a sense of personal accountability, even if the strength of conviction

varies. The sixth statement reveals that 100% of students (20% strongly agreed) feel that awareness of the risks reduces their temptation to copy others' work. This emphasizes the role of plagiarism education in supporting students' moral decision-making. Finally, in the seventh item, the majority (83% agreed, 7% strongly agreed) said that awareness of plagiarism consequences helps them value academic integrity. While the overall agreement is high, the low rate of strong agreement suggests that integrity may still be viewed more as a rule to follow than a deeply internalized value.

Moreover, the students' answers to the open-ended questionnaire reveal more rational reasons why knowing the plagiarism rule benefits their academic writing. The first question asked about the influence of understanding the consequences of plagiarism. It shows that the students become more cautious while citing articles, and they try to paraphrase, as seen in the following excerpts:

In doing research journal assignments, I have become more careful in taking articles from other journals (Student 1).

I try my best to paraphrase theories from other journals (Student 2).

In answering the first question, students mentioned being more careful when using sources from other journals and making an effort to paraphrase theories properly, reflecting greater attention to originality. Further, question number two asked about the real-life example of the implementation of plagiarism knowledge, as seen in the following excerpt:

I cite the references in the excerpt that I take (Student 2).

I try not to copy someone else's work (Student 3).

For the second question, students stated they ensured they included references and avoided copying others' work, indicating an awareness of proper citation practices. Furthermore, the students were asked whether they became more responsible and confident with their own writing, as seen in the following excerpt:

I become more responsible for my writing, making sure that there is no copy-paste from my writing (Student 2).

I have become more confident that my writing is my own, not copy-paste (Student 3).

In response to the third question, students expressed a stronger sense of ownership and confidence in their writing, emphasizing that their work was genuinely their own and free from plagiarism. In summary, the students' responses to the open-ended questions reveal that understanding the consequences of plagiarism has made them more cautious in using sources, encouraged proper paraphrasing and citation, and fostered a greater sense of responsibility and confidence in producing original academic work.

The findings reveal that Indonesian university students generally demonstrate strong awareness of the immediate academic consequences of plagiarism, such as failing assignments or courses, and most respondents agree or strongly agree with related statements. However, their confidence in their understanding diminishes when it comes to more severe or long-term consequences, such as academic probation, expulsion, damage to academic records, loss of scholarships, and, especially, legal implications. This suggests that while students recognize plagiarism as academically wrong, there are notable gaps in their awareness of its full range of institutional and legal repercussions, highlighting the need for more comprehensive education on the broader impacts of academic dishonesty.

The findings show that Indonesian university students generally perceive substantial benefits from understanding the consequences of plagiarism, as it helps them avoid academic dishonesty, motivates original writing, and fosters responsibility and confidence. While most students agreed that plagiarism awareness influences ethical behaviour and reduces temptation, fewer felt it directly improved their writing skills, suggesting a gap between understanding the rules and applying them effectively. Open-ended responses further highlight students' cautious approach to citing sources and paraphrasing, reflecting a thoughtful, rational application of their knowledge in academic writing.

Pedagogical matters concern how the principles that EFL research provides are translated into classroom practice, guiding teachers to change their teaching, materials, and testing to support language learning. Teachers design more communicative and learner-centered lessons when they understand learners' differences in language, culture, and motivation. They incorporate technology and authentic materials to foster greater student engagement and real-world relevance. Pedagogical implications can be used to link theory and practice, helping teachers determine how to make English language teaching and learning more effective.

The findings of this study align with previous research showing that while students are generally aware of the immediate academic consequences of plagiarism, such as failing assignments or courses (Sun & Hu, 2022), there is less certainty about more serious outcomes like academic suspension, expulsion, or legal repercussions (Sayeda, 2024). This reflects a gap in comprehensive understanding, as Tambunan et al. (2021) also suggested, who emphasized various forms of plagiarism that students may not fully recognize. Despite this, students in the current study reported that understanding plagiarism rules helps them avoid dishonesty, stay motivated to write initially, and act more responsibly, indicating that awareness still plays a positive role in shaping academic integrity, consistent with Alua et al. (2022). However, as noted by Buranen and Roy (1999) and Sutherland-Smith (2008), the digital age continues to present new challenges that make unethical behaviour more accessible, which may partly explain why students still struggle to connect plagiarism awareness with improved writing skills. Lastly, the pressure to succeed academically (Maharajh, 2020) may further complicate students' ability to consistently apply their knowledge, highlighting the need for more practical, skill-based plagiarism education.

This study suggests that students' perceptions of plagiarism should be raised (negative effects of cheating, such as academic failure and damage to credibility; positive effects of a plagiarism detection system on recognition). The more students understand what plagiarism is and its negative impact, the less likely they are to copy or even accidentally cheat on purpose. It suggests that universities should not rely solely on rules banning plagiarism; they should also teach students how to avoid it. This involves promoting awareness through sensitization, education, and innovative teaching methods. These sorts of interventions can transform attitudes, prompting actions such as using plagiarism-detection software, instruction in paraphrasing, and education on research ethics.

Conclusion

This study indicates that Indonesian university students have a good understanding of the immediate academic consequences of plagiarism, such as failing grades and course failure.

However, their awareness declines for more serious, long-term outcomes, such as academic probation, expulsion, or legal action, suggesting that their knowledge may still be surface-level or incomplete. Students perceive clear benefits from understanding the consequences of plagiarism; they believe it helps them avoid academic dishonesty, encourages original writing, and builds a stronger sense of responsibility and confidence. Nonetheless, the finding also reveals a gap between theoretical understanding and practical application, particularly in how this awareness translates into improved academic writing skills. The universities should strengthen plagiarism education by providing practical workshops, real-life case studies, and guided writing practice that focuses not only on rules but also on skill development. Increasing awareness of the long-term and legal consequences of plagiarism can also help students build a more comprehensive understanding of academic integrity.

This study also recommends that future research could examine differences in students' knowledge of plagiarism and how they plagiarize when writing. A mixed-method or longitudinal design might allow someone to understand how students understand plagiarism over time, with better results, and how instruction affects how students write. Future research could explore whether other anti-plagiarism interventions are effective, such as plagiarism detection software, academic writing skills workshops, or case-based instruction on ethical writing behavior, assess whether these studies' findings generalize across different institutions, fields of study, or students' educational levels, and investigate whether students in other contexts are likewise aware and write ethically. It might also be helpful to consider what students think, how teachers act, what institutions do, and how culture influences those in higher education in Indonesia in internalizing academic integrity values.

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