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Perception of College Students in Papua Province on Plagiarism

Persepsi Mahasiswa di Provinsi Papua Terhadap Plagiarisme

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Abstract

Plagiarism is serious misconduct for all of the academicians in the world, including Papua, Indonesia. This paper aims at exploring the Papuan students' perceptions on plagiarism. This paper focused on the students' knowledge on plagiarism, the students' experience in plagiarism, and the strategy to avoid plagiarism. This paper employed a descriptive qualitative design investigating the students' perception of plagiarism in Fattahul Muluk State Islamic Institute of Papua. The participants of this study were purposively selected from two faculties. There were seven students of the Faculty of Tarbiyah and seven Faculty of Islamic Economics and Business students, and the data were analyzed using discourse analysis. The results revealed that Papuan students' perception on plagiarism due to three parts; 1) the students knew plagiarism as an act of copyright infringement, plagiarism is a crucial action, plagiarism is the act of copy-paste, plagiarism is an act that causes writers difficulty in developing their writing potential, and plagiarism is an act of theft, 2) The Plagiarism occurred when the students doing an assignment, they have lack understanding about the assignment's instruction, sometimes reference sources are difficult to access, and the students pressed by the deadline for submission, and 3) The students avoid plagiarism through paraphrase then cite the sources, and used software like Mendeley and plagiarism checker. However, further investigation is necessary to examine the relative contribution of Papuan students' perceptions on plagiarism practice.

Keywords: college student, perceptions, plagiarism, papua province

Abstrak

Plagiarisme adalah perbuatan tercela yang serius bagi seluruh sivitas akademika di dunia, termasuk Papua, Indonesia. Tulisan ini bertujuan untuk mengeksplorasi persepsi mahasiswa Papua terhadap plagiarisme. Penelitian ini difokuskan pada pengetahuan siswa tentang plagiarisme, pengalaman siswa dalam plagiarisme, dan strategi untuk menghindari plagiarisme. Penelitian ini menggunakan desain penelitian deskriptif kualitatif yang menyelidiki persepsi mahasiswa terhadap plagiarisme di Institut Agama Islam Negeri Fattahul Muluk Papua. Partisipan penelitian ini dipilih secara khusus dari dua fakultas. Ada tujuh mahasiswa

Fakultas Tarbiyah dan tujuh mahasiswa Fakultas Ekonomi dan Bisnis Islam, dan data dianalisis menggunakan analisis wacana. Hasil penelitian mengungkapkan bahwa persepsi mahasiswa Papua terhadap plagiarisme disebabkan oleh tiga bagian; 1) mahasiswa mengetahui plagiarisme sebagai tindakan pelanggaran hak cipta, plagiarisme adalah tindakan yang krusial, plagiarisme adalah tindakan copy-paste, plagiarisme adalah tindakan yang menyebabkan penulis kesulitan mengembangkan potensi tulisannya, dan plagiarisme adalah tindakan pencurian, 2) Plagiarisme terjadi ketika mahasiswa mengerjakan tugas, mereka kurang memahami instruksi tugas, terkadang sumber referensi sulit diakses, dan mahasiswa terdesak oleh batas waktu pengumpulan, dan 3) Mahasiswa menghindari plagiarisme melalui parafrase kemudian mengutip sumber, dan menggunakan perangkat lunak seperti Mendeley dan pemeriksa plagiarisme. Namun, penelitian lebih lanjut diperlukan untuk menguji kontribusi relatif persepsi mahasiswa Papua terhadap praktik plagiarisme.

Kata kunci: mahasiswa, persepsi, plagiarisme, provinsi papua

INTRODUCTION

Plagiarism is a criminal act in education due to not including references or citing sources taken. According to the Merriam-Webster Online Dictionary, Plagiarism is an act of stealing or using (ideas or words of others) or using others' work without including the source. Because this action is a crime, based on (Undang-Undang No. 20 Pasal 70 Sistem Pendidikan Nasional, 2003), those who use others' scientific work to obtain academic degrees, professions, or vocations without specifying the source title will revoke. Besides, the plagiarism perpetrators also threatened with a maximum imprisonment of two years and a maximum fine of Rp.200 million.

In the academic world, the act of plagiarism is no longer a new thing. This problem has become a problem often encountered when students are assigned paper assignments or even when writing final assignments. According to (Wray, A. Bloomer, 2006), one of the causes of plagiarism in the academic world is the indifference of plagiarists. They consider the source cited as not a well-known source. Meanwhile, research (Underwood, J., Szabo, 2003) shows the results that the internet is a significant factor related to student plagiarism. A study conducted by (Bahri, S. Trisnawati, 2018) concluded that one of the leading causes of plagiarism among students was the lack of involvement of lecturers and campuses in socializing the concept of plagiarism to students.

Preliminary observations in the field showed that the large number of students who often committed plagiarism while working on paper assignments was due to the lack of students' writing skills due to the lack of interest in reading students and the lack of training scientific papers for students. Besides, limited references in the library and easy access to the internet affect students' behavior in

conducting plagiarism. This case then leads to laziness or indifference when writing papers. Students feel that writing references or including sources in their writing are not relevant. For them, what is essential is the task completed and collected.

This study analyses student perceptions about plagiarism in writing paper assignments and final assignments based on the problems above. The research significance was that it could provide information and description to the college regarding students' opinions about the concept of plagiarism. It can be a recommendation for the university in applying rules or policies related to piracy in academia. It has an impact on reducing the level of plagiarism among college students.

RESEARCH METHOD

This study was descriptive qualitative research investigating plagiarism's students' perception in Fattahul Muluk State Islamic Institute of Papua. The participants of this study purposively selected some students from two faculties. There were seven students of Faculty of Tarbiyah and seven students of Faculty of Islamic Economics and Business. These students were mostly 8th semester, and they were working on their thesis proposal. The participants of the study interviewed, and the interview questions covered three significant aspects: (1) The students' knowledge on plagiarism, (2) The students' experience in plagiarism, and (3) The strategy to avoid plagiarism. The data analyzed by discourse analysis (Mahmud, 2017). It was transcribed, translated, and interpreted.

RESULT AND DISCUSSION

Papuan University Students' Perceptions of Plagiarism

Plagiarism issues not only occurred for students of universities in the big city of Indonesia. Nevertheless, also, there many cases of plagiarism conducted by students of the university in Papua Province. As we know, the Papua province is the easternmost area in Indonesia. This area is quite different from other sections in Indonesia, such as education and technology. This study explores the students' perceptions of Plagiarism in the State Islamic Institute of Fattahul Muluk Papua. As we know, plagiarism is an act of stealing or using (ideas or words of others). Plagiarism is one of the academic misconducts, the most controversial issues in higher education, and it is increasingly widespread among students (Bahadori, M., Izadi, M., & Hoseinpourfard, 2012). The findings are categorized into three parts: the knowledge of students on plagiarism, the experience of students in plagiarism, and the strategy of students to avoid plagiarism.

1. The Students' Knowledge on Plagiarism

The first research question addresses the students' knowledge of plagiarism issues in IAIN Fattahul Muluk Papua Setting. The results of interviews conducted with the Papuan University Students in Jayapura acknowledged that the students have basic knowledge of plagiarism, or the students understand well about the plagiarism issue as a malicious act in the writing process. According (Debnath, 2016), plagiarism, in simple terms, means the action of presenting someone else's work or idea as one's own without appropriate attribution/acknowledgment. Plagiarism issues by the Papuan University Students in Jayapura still become severe cases to avoid in doing scientific writing. In the academic context, the Papuan University students' knowledge of Plagiarism issues mostly similar to other university students out of Papua Province. Plagiarism is a phenomenon that occurs frequently and is quite difficult to eradicate. The following are some responses from the students who have interviewed regarding their understanding of plagiarism or how well they understand Plagiarism in IAIN Fattahul Muluk Papua Setting.

a. Plagiarism is an act of copyright infringement.

NDP: *Plagiarism is the act of quoting someone else's work without including the source and recognizing others' writings as one's own.*

TA: *Actions such as imitating the work of others who have patented. For example, in the academic field, plagiarism is usually done when doing work where someone resembles the work that has been made by someone else.*

VA: *Plagiarism, commonly called steal of an idea, is taking or copying others' work and making it look like it is his work. For example, in a journal, replace the author's name and the original author's agency with his name and institution.*

MM: *The process of plagiarism usually occurs when there are writers who copy or take an idea or writing from someone else without informing or including the name of the author who has the belief in writing worked on, then the essay will be considered as his own.*

Based on the comments of four students, it can seem that NDP, TA, VA, and MM have a piece of similar knowledge about plagiarism, which was the act of quoting the work of someone else without including the sources. Plagiarism is now an action of imitating the work of others who patented it. However, they have similar concepts about plagiarism. So, plagiarism is an act of copyright violators. Such as NDP, TA, and MM are agreed that plagiarism

was scientific misconduct, which is defined as a copy or takes an idea of someone else without informing or including the name of the real author.

Moreover, there was an interesting comment from VA. She said, "Plagiarism, commonly called steal of an idea, is taking or copying others' work and making it look like it is his work". Her perception of plagiarism is called steal of an idea. It is also in line with (Ahmadi, 2014) that plagiarism is a form of scientific misconduct, defined as stealing themes, technology, ideas, or words and reporting them as one's own.

b. Plagiarism is a crucial action to avoid

NDP: *Plagiarism is essential for us to avoid because plagiarism is a small step, which may be a wrong big step for the millennia of this nation. The point is that since he is accustomed to arbitrarily quoting, copying, or stealing ideas about both the property of other people in the world of compulsory education, there will be no doubt that more intellectuals, government ministers who commit acts of corruption, are insensitive so that confiscating public money for personal gain. Therefore the importance of knowledge of plagiarism in the world of education prevents harmful things as explained above.*

F : *In my opinion, plagiarism is essential to avoid. So that students are more disciplined in writing a scientific paper, making students learn to think more broadly to understand writing or idea so that he can develop using words from his thinking without changing the core of the intended meaning of the paper.*

NAA: *Very important to avoid it, because it trains students to respect the creation of others (copyright). If you want to quote, and then include the source, it also becomes a rule in writing scientific papers.*

Based on the extract above, it can be seen that **NDP**, **F**, **NAA** know plagiarism as a crucial action to avoid in the writing process. **NDP** and **F** know about plagiarism are essential to avoid because plagiarism is a small step, which may be a wrong step for the millennia of this nation. It means that since he is accustomed to arbitrarily quoting, copying, or stealing ideas about both the property of other people in the world of compulsory education, there will be no doubt that more intellectuals, government ministers who commit acts of corruption, are insensitive so that confiscating public money for personal gain. Furthermore, **NAA** said that "Very important to avoid it because it trains students to respect the creation of others (copyright). If you want to

quote, and then include the source, it also becomes a rule in writing scientific papers". From the comment above it indicates that the students know about the plagiarism. However their perceptions of plagiarism supported by (Debnath, 2016). Plagiarism is one of the most severe forms of scientific misconduct prevalent today and is a fundamental reason for the significant proportion of rejection of manuscripts and retraction of published articles. To avoid plagiarism, students are more disciplined in writing a scientific paper, making them learn to think more broadly to understand writing or idea. Finally, the students can develop using words from their thinking without changing the core of the paper's intended meaning.

c. Plagiarism is the act of copy-paste.

NK : *Plagiarism is an act of copying, pasting of writing, and even the opinions of others. Source: I knew the term plagiarism, of course, from the internet and was notified directly by our lecturer.*

J : *Plagiarism is the act of copying someone's work to be rewritten as their work*

RDU : *What is meant by the act of plagiarism is when we copy people's work, then we write it as our work. The first step is to look for tasks that match our title, then copy everything, then paste it in our sheet, and finally write in the author's name, and edit the dates or years that we want.*

F : *In my opinion, acts of plagiarism, such as someone making a scientific paper and writing that he made from other people's ideas without changing the sentence, can be called Copy paste without mentioning the source of the literature.*

From their answers, it can see that students of IAIN Fattahul Muluk Papua have more complete perceptions about the knowledge of plagiarism. Some of students' comments told that plagiarism refer to an act of copying the people's writing then we paste in our writing as our work without put the sources. Such as **NK** said that "*plagiarism is an act of copying, pasting of writing, and even the opinions of others*". And she gets the knowledge of plagiarism from the internet and it was notified directly by our lecturer. However, there was an exciting finding from **J**, she said plagiarism is "*the act of copying someone's work to be rewritten as their work*". Overall they have understood about plagiarism as general. Furthermore, that's way plagiarism is the act of copy and paste without mentioning the sources. In line with (I Gede

Yoga Permana, 2018) "In terms of concept, the students understand plagiarism as taking idea from a source without mentioning the source or giving credit to the source".

d. Plagiarism is an act that causes writers difficulty in developing their writing potential.

NK: In my opinion, personally, plagiarism is crucial to avoid in the world of education. Because, in my opinion, if students always conducted plagiarism, so the mindset of the students will not develop, and that is equivalent to making these students more stupid.

ANH: In my opinion, plagiarism is not essential in the world of education, because plagiarism itself is a lousy action for copying the work of others.

MM: In my opinion, of course, plagiarism is not essential because plagiarism can lead people into dishonourable actions such as plagiarizing or stealing other writings.

Based on their answers above, it can seem that the student's knowledge on plagiarism not only an act copy and paste of the people's writing. In this part of the students' answers explained that plagiarism was essential to avoid in the writing process. Because in their comments, "*if students always conducted plagiarism, so the mindset of the students will not develop, and that is equivalent to making these students more stupid*". So, the teacher's role is essential in guiding the students to avoid plagiarism and to explain plagiarism. A teacher needs to instruct the students about plagiarism and avoid plagiarism (Elander, J., Pittam, G., Lusher, J., Fox, P., Payne, 2010). So it can help the students or author to resolve their difficulty in developing their writing potential.

e. Plagiarism is an act of theft.

RDU: When I hear the word plagiarism. In my mind is an act of theft. Because this plagiarism is done without permission from the owner and made as if it was a self-fabrication even though the results of stealing someone else's essay, so this plagiarism took people's writing and wrote that it was his work. Still, in reality, it was the result of plagiarism.

YR: Take the entire writing of someone and declare it as their work without a light source, even when we take a reference opinion from someone else's

journal, we must also include the author and also the page of the idea with the sentence that was changed but has the same meaning. Source: Campus environment.

Based on their answers above, it can see that the Papuan students have completed about the concept of plagiarism. In some previous comments, they said that plagiarism was an act of copyright infringement. However, there were interesting comments from the Papuan students by saying, "*When I hear the word plagiarism. In my mind is an act of theft.*" Because it was an act that took people's writing and assumed it was his work. Still, in reality, it was the result of plagiarism.

2. Experience in Plagiarism

This study was not only concerned with the teachers' knowledge of plagiarism. It also focused on the second research question that the students' experience in plagiarism practices in the university setting. This section tried to explore the students' experience in plagiarism; it means something that has been experienced and done. The following section would display the data obtained from the interview. The discussion would be presented distinctly.

a. When doing an Assignment

NDP: *I took plagiarism when working on a paper assignment. I did it because I still lacked ideas and ideas to start writing; besides that, I lacked knowledge of writing rules.*

A : *When I did all my assignments were deadline, and I was lazy to think, there was an act of plagiarism, where I looked for the best articles to complement my problem.*

RP : *As students, we often act of plagiarism when making papers or proposals. We take this action because we do not have adequate sources of books, so the only way is to open the internet; even though we quote from the web, we can list these sources but often do not include the source. We are also forced to act plagiarism because of the tight deadline for collecting tasks, so we plagiarize.*

The university students in Papua have been plagiarized when they were doing the assignment from the data above. They have conducted plagiarism for some reason. It seems like **NDP**, **A**, and **RP** conducted plagiarism because of lacked ideas to start writing. They did plagiarism in their assignment because of the deadline for submission. The essential item was that the students do not

have adequate sources of references in the writing process. So, they have browsed the internet to get the reference but often quote the sources. One of the studies have investigated by (Debnath, 2016) found that one of the reasons for plagiarism was lack of confidence and writing skill, particularly amongst novices, and writing manuscripts in a hurry or under stress for achieving a target. So, students may plagiarize because in a hurry or under stress for achieving a target for submission.

b. When the Lack Understanding about the Assignments.

VA: *In writing a paper, because i did not know the correct systematic of papermaking. So i immediately copied and pasted. Moreover, the font size and theme font are the same, and nothing has changed.*

Based on her answer above, the student has experience in plagiarism because of the lack of understanding of the assignment's direction. It means the student lack confidence and is confused with the instruction of the assignment from her lecturer. So, this case forces the students to copy and paste without quoting the source in her writing. It seems like (Debnath, 2016) states that the author's reason for plagiarizes because of a lack of confidence and writing skill, particularly amongst novices.

c. When Reference Sources are Difficult to Access

RP: *We have no sources, such as books. Today our interest in reading books is weak. Because there is already straightforward internet technology, so when there is an assignment, we do not take excerpts from books. We take quotes from the internet; sometimes, we do not know the source of the quote. When the assignment is the deadline, we have to catch up on time, and we do not have much time to select and sort out the quotes*

EPI: *When you are in a state of urgency and have difficulty finding references for written material.*

ANH: *Sometimes, if I find it difficult to get references and meet assignment deadlines*

Based on the comments above, the students in this study faced difficulties with accessing references. The university students in Papua familiar get a reference from the book. So, they have difficulties starting their writing because a book is a primary source of their writing habit. This case makes students always start writing based on references from a book. The students still use the internet in doing assignments.

Nevertheless, students were constrained to using information technology. So that what is accessed from the internet is directly included in his writing. This case is one of the opportunities for students to plagiarize where students are only accustomed to getting references from a book. However, in the process of doing assignments, students always want to get maximum results. So that students make the internet the best choice in completing their writing or assignments. The current study also reveals that EFL lecturers consider the Internet learning environment to be one of the intriguing factors affecting the students' plagiarism practice. Easy internet access enabled the students to find papers or scientific articles on the same topic as assigned by their lecturer (Patak dkk., 2020). Even though the copy and paste action without including the source was misconduct, it was plagiarism.

d. When Pressed by Deadline For Submission

ANH: *Limited time for completion of assignments by lecturers and lack of references related to the appointment.*

F: *When doing a paper assignment, because I was in a hurry to make an appointment.*

MM: *When I wrote a paper pressed for a deadline for submission because I had little time, the only way was to copy other people's work.*

In the comments above, students commit plagiarism when pressed by the deadline for submission of assignments. The students were in a hurry to do their assignments. Therefore, **ANH**, **F**, and **MM** have similar comments on plagiarism. All acts of plagiarism carried out by students are due to time limits, and collection deadlines are very short. Not only that, plagiarism is also an alternative for students when always buying time to complete tasks. So that when the task submission period arrives and student assignments have not been completed. Finally, plagiarism becomes their last resort.

3. Strategy to avoid plagiarism

The last objective of this study was to explore the perception of students about the strategy used by the students to avoid plagiarism at the university level in Papua. It means the students have the innovation to avoid plagiarism issue. The following section would display the data obtained from the interview. The discussion would be presented distinctly.

a. Cite the sources & Paraphrase

MM: *My strategy is to read other people's works carefully and then interpret every idea in writing. The last is to rewrite the plans that have been scanned using one's thoughts or usually done by paraphrasing. But it still lists the source.*

NDP: *Learn the correct citing technique in writing and using paraphrase writing techniques. The paraphrase technique is a way to express others' ideas using their own words, without changing the meaning or opinions while still mentioning the source. Both of these strategies can avoid Plagiarism*

V : *When I make a scientific assignment. If there is an opinion from a book or the internet that is not an idea from my mind, then I will include the reference source that I got using a footnote or endnote, and do not forget to attach it to the bibliography.*

RP : *Looking for references on the internet complete with bibliography, so we have to quote the same quotations and include the same literature.*

NAP : *Mastering the material that becomes the task by reading sources from books, looking for official reference journals, then disciplining yourself and having the mindset to care about other people's work, if you want to quote, then you must include it in the footnote or body note, lots of writing exercises to be trained in summarizing quotes.*

In the comments above, the students have a similar strategy to avoid plagiarism issues at the university level in Papua. **MM, NDP, V, RP, and NAP** prefer to paraphrase and then cite the opinion sources. As **MM** said, *my strategy is to read other people's works carefully and then interpret every writing idea. The last is to rewrite the plans that have been scanned using one's thoughts or usually done by paraphrasing. However, it still cites the source.* It was explained that the students try to avoid plagiarism. The strategy of paraphrase the opinion from the book or sources was one of the best ways to help the author or students avoid plagiarism. Moreover, the paraphrasing process is not enough without citing the sources of references in the bibliography because all of the sources' ideas have to cite the author's name.

b. Use Reference Manager and Plagiarism Checker

NDP: *Yes, I use it. The application is the Mendeley desktop; this application can reduce the level of plagiarism in an article. Often, I use this application when doing paper assignments or proposals from lecturers.*

A: *So far, there is one application as a reference in making a paper, namely Mendeley. This application helps students avoid plagiarism and find the desired title, and It has features that are easy to understand.*

NAP: *Checking whether our writing has escaped plagiarism. If so, how much piracy is there in our book. Plagiarismdetector.net and www.duplichecker.com. Very often, almost every time I have a task I use the plagiarism application to check it*

EPI: *Turnitin, to check the level of plagiarism in our writing.*

V: *I still use Google Scholar because I can find reliable reference sources and see other scientific works with ISSN by utilizing Google Scholar. With this completeness, I can quote the person's employment by attaching the author's name, the title of work, year of publication, and others comprehensively and transparently to avoid plagiarism*

Based on the comments above, the students are familiar with digital or technology as a strategy to avoid plagiarism. The students used many kinds of software or application, such as reference manager Mendeley, Plagiarism Checker, Turnitin, and Google Scholar. In this era, the students must update the information and technology because there are many innovations for the students or author to avoid plagiarism in the writing process. As **NDP**'s comment, she used one of the reference managers or Mendeley to organize her quotation of reference in writing. However, (Patak & Tahir, 2019) states that Mendeley usage acquaintance for scientific writing is expected to be practical tools for avoiding plagiarism and promote academic honesty in the setting of higher education. Not only Mendeley, as a strategy to avoid plagiarism. In **V**'s comment, she also has google scholar is a website that provides scholarly literature. This website has a feature to cite all of the references or literature. So that is the way the Papuan students decide to apply some applications to avoid plagiarism.

Plagiarism was academic misconduct that growing concern in the academic context all over the world (Karl O, Jones; Juliet , M. V. Reid ;Rebecca, 2005). This issue not only occurred for students of universities in the big city of Indonesia. Nevertheless, also, there many cases of plagiarism conducted by students of the university in Papua Province. As we know, the Papua province is the easternmost area in Indonesia. This area is quite different from other sections in Indonesia, such as education and technology. So, this study explored the Papuan University Students' Perceptions on Plagiarism. The study came up with some interesting findings in this regard. It was found that the Papuan Students' Knowledge on Plagiarism, the experiences in plagiarism, and the strategy to avoid plagiarism in Papua University setting.

The University Students in Papua is familiar with the plagiarism issue, such as students' universities in another province of Indonesia. There are some findings of this study that explored the Papuan students' knowledge on plagiarism. The students understood that plagiarism is an act of copyright infringement. They were agreed that plagiarism was scientific misconduct, which is defined as a copy or takes an idea of someone else without informing or including the name of the real author. Another acquaintance on plagiarism was called steal of an idea. It is also in line with (Ahmadi, 2014) plagiarism is a form of scientific misconduct, defined as stealing themes, technology, ideas, or words and reporting them as one's own. This concept shows that Papuan University Students have familiar concepts about plagiarism even though Papua province is the easternmost area in Indonesia.

Nevertheless, plagiarism is not a new term or knowledge for them. This finding is also in line with (Sadeghi, 2019) "plagiarism is not a new western concept; considering plagiarism as a form of ethical misconduct has a deep root in the history of science and literature." However, the Papuan students agreed that plagiarism is the act of copy-paste in the writing process. The act of copy-paste the writing without cites the sources were a theft of action for academicians. So, it was a crucial action to avoid because it causes the authors difficulty in developing their writing potential. The Papuan students' perception on plagiarism in line with the finding of the previous study that plagiarism is one of the most severe forms of scientific misconduct prevalent today and is a fundamental reason for the significant proportion of rejection of manuscripts and retraction of published articles (Debnath, 2016).

This study also focused on the Papuan students' experiences in plagiarism. There were some findings of students' experiences in plagiarism. Absolutely, through the findings of this study explored that the Papuan students have experiences conducted plagiarism in doing an assignment. They did plagiarism in their assignment because of the deadline for submission. The essential item was that the students do not have adequate sources of references in the writing process. So, they have to browse the internet to get the reference but often did not quote the sources. In Papua, also, the students did plagiarism when they lack understanding about the assignments. They conducted copy-paste the writing because they were confused with the assignments' instructions. It seems like (Debnath, 2016) states that the author's reason for plagiarizes because of a lack of confidence and writing skill, particularly amongst novices.

The Papuan students also conducted plagiarism because students had difficulties accessing reference sources and were pressed by the deadline for submitting the assignments. The Papuan Students familiar used references from the book. Some conditions made the Papuan students always cite the book's reference, such as they lack in operating technology. Nevertheless, students were

constrained to using information technology. So that what is accessed from the internet is directly included in his writing. This case is one of the opportunities for students to plagiarize where students are only accustomed to getting references from a book. In line with (Patak dkk., 2020) “The Internet learning environment is considered by lecturers to be one of the intriguing factors affecting the students’ plagiarism practice.” The students also plagiarise in their writing when they have pressed the deadline for submitting the assignments. Because when the task submission period arrives and student assignments have not been completed. Finally, plagiarism becomes their last resort.

This study has covered the students’ perceptions about the acquaintance on plagiarism and the experience in plagiarism. Not only, but also this study focused on the Papuan students’ strategy to avoid plagiarism. The previous paragraph has explained some reasons that students did plagiarize. So, this study also explored some strategies to avoid plagiarism. They were citing the sources and paraphrase. The strategy of paraphrase the opinion from the book or sources was one of the best ways to help the author or students avoid plagiarism.

Moreover, the paraphrasing process is not enough without citing the sources of references in the bibliography because all of the sources' ideas have to cite the author's name. Papua province, even famous with the easternmost area in Indonesia. However, it has applied some software or applications to avoid plagiarism, such as Mendeley, Turnitin, Plagiarism Checker, and Google scholar. As we know, the students have to update their knowledge in this era. However, this era was industry 4.0. Everything was involved the digital performance. So, it was very important for Papuan students to follow information development. The students have familiarity with the reference manager, like Mendeley in their writing process. This application could help to organize the quotation of reference in our writing process. In line with (Patak & Tahir, 2019) states that Mendeley's usage of acquaintance for scientific writing is expected to be practical tools for avoiding plagiarism and promote academic honesty in the setting of higher education. So that is the way the Papuan students decide to apply some applications to avoid plagiarism. And then Papuan students able to free from plagiarism issues

CONCLUSION

Papuan students have various knowledge about plagiarism that known as misconduct for academicians. They understand plagiarism as an act of copyright infringement, plagiarism is a crucial action, plagiarism is the act of copy-paste, plagiarism is an act that causes writers difficulty in developing their writing potential, and plagiarism is an act of theft. In some cases, plagiarism occurred in university setting in Papua. When the students doing an assignment, they have

lack understanding about the assignment's instruction, sometimes reference sources are difficult to access, and the students pressed by deadline for submission. However, the Papuan students tried to avoid plagiarism in their writing process. Even Papua province is the easternmost area in Indonesia. But the students of university in Papua still update their skill through utilize the applications and some methods. They were conducted paraphrases and cite the sources in their writing. And they used Mendeley as reference manager for their writing, utilized the Turnitin, and used the feature of Google scholar as website provide the scholarly literature

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