# PLAGIARISM AMONG JUNIOR LECTURERS IN INDONESIA: HOW AND WHY?

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*Abstract*

**Purpose of the study:** Lecturers of public universities in Indonesia are encouraged to publish articles in internationally reputable journals frequently. Due to their workload and tight schedule, they may be tempted to copy some or part of their works. This study aimed at investigating the reasons for young lecturers on plagiarism in English academic writing.

**Methodology:** A quantitative method was used to describe and explain the phenomenon of the junior lecturers' plagiaristic conduct. A set of questionnaires was used as the instrument to obtain the data. The data were collected from 82 young lecturers who were attending an English intensive program at the Language Centre of Syiah Kuala University, the oldest and biggest university in the province of Aceh.

**Main Findings:** The results show a contradiction between junior lecturers' awareness of their practical behavior. Their high awareness of plagiarism was not a benchmark from the misconduct or plagiarism. Surprisingly, the findings show some of the junior lecturers were intentionally plagiarizing by paying more professional writers to finish their articles. They also copied the whole source or part of it to produce better writing work. Finally, lack of consequences and lack of ability in academic writing are the major reasons why young lecturers plagiarized.

**Applications of this study:** This study applies to the area of English Teaching and Learning. However, it does not rule out the possibility that the study result applies to other fields of study.

**Novelty/Originality of this study:** Moreover, the study result might be useful for readers' conceptual development because there is very little research related to lecturers' plagiaristic behavior, especially in Indonesia. A more in-depth investigation can be obtained and tested using this study result.

*Keywords: Plagiarism, Academic Writing, Academic Integrity, Young Lecturers.*

## INTRODUCTION

Plagiarism is not a new phenomenon. It has been long discussed both in education and the non-education world (Park, 2003). In higher education, the plagiarism act is usually shown in writing papers. Since academic writing is not an easy task to accomplish, many problems in academic writing may be faced by students or even lecturers. Therefore, there is a tendency to only focus on the result of writing rather than process (Ellery, 2008). With the availability of the internet, a vast amount of information can be accessed within a blink of eyes, and it is freely and instantly ready to be copied.

Nowadays, internet plagiarism is a trend (Cheak et al., 2013). McCabe, et al. (2001) agree that the increasing number of plagiarism activities is likely because of the internet. According to Molnar, et al. (2008), the internet was the primary reason for students' plagiarism activities. However, students themselves might be confused with the concept of plagiarism (Mustafa, 2019). As suggested by Dordoy (2002), students' unawareness of rules and regulations of plagiarism might have caused them to plagiarize unwittingly. Even though there are students using plagiarism as a survival strategy in academic life (Flowerdew & Li, 2007), yet another point of view of this practice is simply because students do not understand how to prevent this academic dishonesty (Dawson & Overfield, 2006).

One of the evidence related to this situation is a study conducted by Ramzan, et al. (2012). As shown by the data of their research, 24% of students admitted that they had committed plagiarism. Recently, a study conducted by Silfiani (2018) on students' perception of plagiarism in English academic writing also shows that the existence of the internet has become the second major factor of UIN students' plagiarism practice. Mustafa (2019) also conducted a study that revealed how little Indonesian undergraduate students understood the concept of plagiarism. While there is an adequate number of studies conducted towards plagiarism amongst students, the study which focused on lecturers is lacking. Therefore, this study aims at finding out the perspectives of plagiarism among university lecturers. This study is proposed to investigate their awareness of plagiarism practice and to identify possible forms and reasons for the practice of plagiarism.

## LITERATURE REVIEW

### Plagiarism

Plagiarism has been defined variously by many scholars. However, confusion towards its definition still exists (Perry, 2010). According to Fish and Hura (2013), there is no sufficient definition of plagiarism provided in the study of plagiarism. Therefore, plagiarism itself must be jointly interpreted by students and staff members of universities. In this present study, the definition of plagiarism from the perspective of Bouville (2008) is adapted, i.e. using words or ideas of others without properly crediting the owner of the ideas or words.

## Types of Plagiarism

Park (2004) highlights forms of plagiarism into four categories. The first category is admitting works of others as one's own by stealing it. The second is handing in other's work as if it is theirs. The smart way of plagiarism can also be done when the source of verbatim-copied material is credited, but the quotation marks are left out. It makes the reader think that paraphrasing material has been done. The last form of plagiarism is practiced when the sources of paraphrased material are not appropriately given.

Further, Park (2004) breaks plagiarism into two types; intentional and unintentional plagiarism. He states that intentional plagiarism occurs when it is practiced with awareness and understanding. On the other hand, unintentional plagiarism occurs due to the unconsciousness and lack of ability in academics. Besides, Maurer, et al. (2006) list two more types of plagiarism; accidental and self-plagiarism. Accidental plagiarism occurs due to learners' poor understanding of citation or referencing guidelines. The last type, self-plagiarism, is reusing the author's published work in a different form.

Even though plagiarism might be unintentional or accidentally committed, its practice is still categorized as bad and unethical. Hu and Sun (2017) found that universities in China insist that the practice of plagiarism is unforgivable. The practice of plagiarism is not only committed by students. There have been issues of the revocation of academic degrees and an academic faculty position in Indonesia due to the plagiarism act. This is very unfortunate because as educators, lecturers should instill concepts and ethical values instead of giving examples that are not good. Concerning this case, the university needs to work harder. Not only students' concept of plagiarism needs to be upgraded, but it is also that lecturers' awareness level of plagiarism needs to be increased.

## Motives towards Plagiarism Practice

The existence of plagiarism in an institution is due to different reasons. Kayaoğlu, et al. (2015) highlight three major reasons for plagiarism activity; time management, business, and weakness in academic writing skills. Fish and Hura (2013) agree that unclear perception towards plagiarism concept and minimum consequences result in plagiarism. Ryan, et al. (2009) say that plagiarism is not perceived as a misconduct activity in academic life. Besides, many findings reveal that the internet is more likely to become a great factor contributing to plagiarism activity (McCabe, et al., 2001; Dordoy, 2002; Ali, et al., 2012).

To deal with plagiarism activity, it is important to note one important aspect that might play a big role which is cultural diversity. As suggested by Ammari (2010), Western and Asian students may have a different way of valuing written text and that Asians need to be made aware of. In institutions, Western students are taught to make documentation of the source and to use their own 'voice' in writing (Sun, 2012). On the contrary, developing a 'voice' in writing is a challenging skill for Asians because they have not been taught (Abasi, et al., 2006). Also, Amsberry (2010) points out those different perceptions towards common knowledge make Asian and Western have different interpretations about copying text. Even though there is still an unclear concept of what constitutes common knowledge, this cultural diversity about common knowledge has made a lot of contribution to plagiarism practice. Furthermore, when students are working on an exam outside of the classroom, for example, it is more likely that they are tempted to commit plagiarism. Therefore, Rahmawati, et al. (2019) suggest that applying the structured execution in the exam room proves to be much better to avoid plagiarism practices.

## Plagiarism prevention

Some types of plagiarism can be easily prevented, i.e. plagiarism motivated by poor understanding of plagiarism concept. 36% of the respondents in a study conducted by Eret and Gokmenoglu (2010) admitted that a lack of understanding as a factor affecting intention to plagiarize. They suggest educational institutions integrate a course on plagiarism into the curriculum to improve students' awareness of plagiarism. Also, Bakhtiyari, et al. (2014) suggest that students be given training on how to paraphrase and summarize ethically. Books on academic writing often provide a misleading strategy of paraphrasing, i.e. changing words with synonyms and using different grammar as in the source (Swales & Feak, 2012). However, this can result in another type of plagiarism, termed as patchwriting (Howard, 1992).

Unlike unintentional plagiarism, intentional plagiarism cannot be easily prevented. Norris (2007) mentioned that plagiarism detection software needs to be used as an initial stage of plagiarism prevention. One of such plagiarism detectors is Turnitin, which is a commercial product commonly used worldwide (Mohammed, et al., 2015). Many academicians agree that using plagiarism detection software saves time in the parts of both teachers and students. Besides, Turnitin can also provide immediate formative feedback which can help students improve their writing (Rolfe, 2011). Even with such software, intentional plagiarism might not be solved because the students can bypass the detection using the unethical method of plagiarism avoidance. This unethical method refers to "the techniques to decrease the plagiarism rate without any effort to change the original text" (Bakhtiyari, et al., 2014, p. 55).

**METHODOLOGY**

This study is a descriptive quantitative research study. The data were obtained through the use of questionnaires in a Likert scale. The participants for this study were 82 junior lecturers who were attending compulsory English intensive programs from June to August 2019 at the Language Centre of Syiah Kuala University. They all provided concern for data collection in this study. They were just recruited permanent teaching staff, and their status was the candidates of a civil servant at the time of the data collection. For this purpose, a plagiarism survey questionnaire developed by Ramzan, et al. (2012) and Kayaoğlu, et al. (2015) was used with some slight modifications. The modifications made are related to items on the demography of participants, modification on statements, changing on study target, and an additional statement on reasons for plagiarizing. Also, the questionnaires were translated into the participant's L1, Bahasa Indonesia, because most of the participants had an inadequate level of English proficiency to understand the questionnaire in English. The questionnaire comprised four parts. The first part dealt with respondents' personal information such as gender, education, and fields of study. The second part dealt with the respondents' plagiarism awareness. The third part consisted of five questions relating to forms of plagiarism. There were eight close-ended questions for the last part, and it concerned the reasons for plagiarizing.

The collected data then analyzed quantitatively. However, only descriptive statistical analyses were employed because the objective of this study was to obtain the awareness of plagiarism, types of plagiarism, and reasons to plagiarize. The objective could be reached without using inferential statistics. However, inferential statistical analyses were used to make detailed analyses for an in-depth description of the plagiarism phenomena among the participants. The inferential statistics used include the Spearman correlation formula, which is a non-parametric correlation method intended for categorical data, and the Paired Sample Wilcoxon test, which is also a non-parametric test to investigate whether the two variables are significantly different. The correlations and differences were considered significant at a significant level of 0.05.

**RESULTS**

The majority of the respondents were females. More than half (83%) of them have completed a Master's degree, and only 14 respondents were medical doctors, which is equivalent to a Master's degree in Indonesia. Most lecturers involved in this study were from the Faculty of Teacher Training and Education (23%), followed by the Faculty of Engineering (21%). Only one participant was from the Faculty of Veterinary Medicine. Four participants did not report their faculties, but they were still included in this study as participants, as their faculties were not used as a variable in the data analysis. The detailed characteristics of the participants are provided in Table 1.

**Table 1:** The demography of participants

| Demography of Participants | Frequency | Percent |
|---|---|---|
| GENDER | | |
| Male | 49 | 60% |
| Female | 33 | 40% |
| FACULTY | | |
| Faculty of Engineering | 17 | 21% |
| Faculty of Social and Political Science | 11 | 13% |
| Faculty of Nursing | 10 | 12% |
| Faculty of Teacher Training and Education | 19 | 23% |
| Medical Faculty | 8 | 10% |
| Faculty of Dental Education | 7 | 9% |
| Faculty of Veterinary Medicine | 1 | 1% |
| Faculty of Mathematics and Natural Sciences | 2 | 2% |
| Faculty of Economics and Business | 3 | 4% |
| PROGRAM OF STUDY | | |
| Profession/medical doctors | 14 | 17% |
| Master | 68 | 83% |

The results of the study show that almost all participants (93%) believed that they understand what plagiarism is. Five participants were not sure, and only one participant reported that he or she did not understand the concept of plagiarism. This result indicates that the junior lecturers' awareness of plagiarism was relatively high (see Figure 1 below).

**Plagiarism awareness**

The respondents were aware that plagiarism practice is wrong. This is proven by the data in which 100% of respondents showed their agreement to the item "I understand plagiarism to be wrong." None of the participants had any other answer which indicates their very high level of awareness.

A significant number of respondents (62) honestly reported that copying from a book without crediting the source constitutes plagiarism, and 15 respondents also agreed that a third statement was a form of plagiarism. In total, 77 respondents reported their agreement. There were three respondents, however, who responded neutral, and one respondent admitted that they disagreed. Lastly, one respondent did not comment on this statement. This number of responses indicates that participants were highly aware that plagiarism existed not only through the use of the internet, but printed materials could also be the source of plagiarism activity. Related to plagiarism policy, the majority (46) of respondents realized that plagiarism policy would be given for those who violate plagiarism. Twenty-nine respondents also agreed that the violator would be caught whenever they plagiarized. Six respondents chose neutral, while the other two respondents did not agree with the statement. This report reveals that participants agreed that there must be severe policy to decrease this practice. Regarding plagiarism policy and consequences, 42 respondents strongly agreed with the statement. Thirty respondents agreed that serious consequences must be given to the violators of plagiarism. Seven respondents seemed to be unsure of the statement, and the remaining three respondents disagreed that serious consequences must be given to plagiarists. This data prove that participants consciously admitted that whenever there is plagiarism activity, the suspect must be punished.
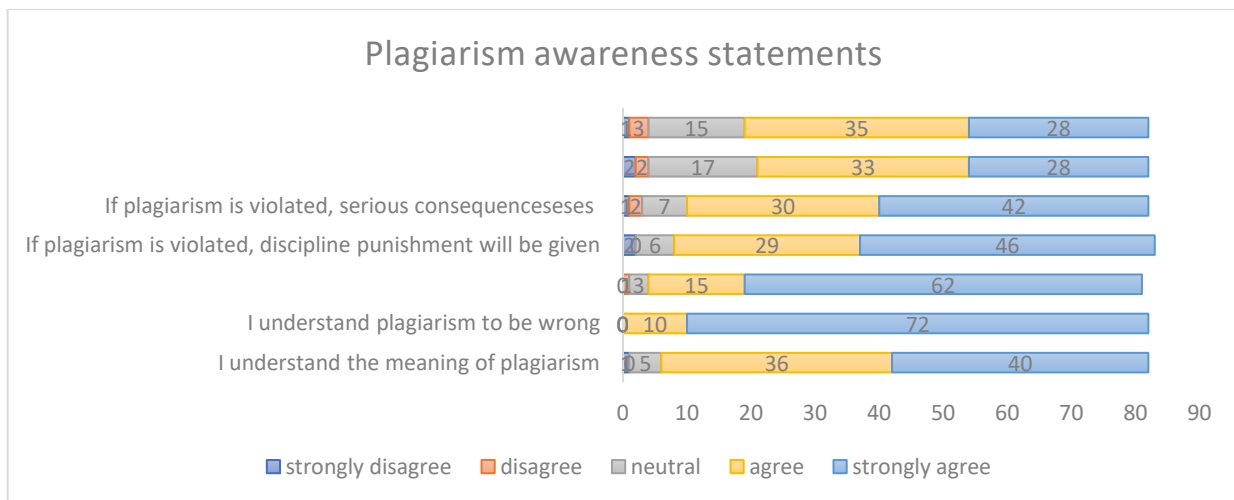


**Figure 1:** Plagiarism awareness statements

A total of 61 respondents agreed that the faculty was effective at catching students who plagiarized. 17 respondents reported neutral, and the other four respondents responded "disagree" to this statement. Based on the answer from participants, plagiarism practice seemed to have been handled well by each of the participants' faculty. Even though there were 17 participants whose answer was neutral, yet their answer needs to be taken into consideration because they had no idea about whether or not plagiarism had been effectively overcome by their faculty. At the university level, according to 63 respondents, the university was effective at catching students who plagiarized. As shown by the data, 28 respondents were choosing "strongly agree," and 35 respondents reported, "agree." Fifteen respondents responded "neutral," while the rest four respondents reported their disagreement. With the great number of participants' answers, it can be concluded that participants were aware that Syiah Kuala University had made efforts to detect the action of plagiarism. To understand how each of the statements correlates to another relevant statement, a Spearman correlation analysis was performed, and the results are provided in the following table.

**Table 2:** Results of correlation analysis for plagiarism awareness

| Statements | Statistics | R | p-value | level |
|---|---|---|---|---|
| I understand the meaning of plagiarism. | 53500 | 0.4177 | 0.000 | Moderate |
| Copying from a book without proper citation. | | | | |
| Plagiarism is wrong. | 53418 | 0.4186 | 0.000 | Moderate |
| Need for serious consequences for plagiarists. | | | | |

Using correlation analysis, the results of the questionnaire revealed that there is a moderate similarity in responses given for "copying from books without crediting the source constitutes plagiarism" and "I understand the meaning of plagiarism." The correlation was moderate, i.e. R = 0.42 at p < 0.000. This moderate correlation suggests that the understanding of plagiarism was still distorted among junior lecturers at Syiah Kuala University. Besides, the respondents who believed plagiarism to be wrong did not have the same strength of agreement that plagiarists should receive serious consequences, with a coefficient correlation of R = 0. 42 at p <0.000. The average response for the belief that plagiarism is wrong was 4.6 (close to "strongly agree"), while the average response for the need to impose serious consequences for plagiarism was 4, which is lower than the former. We can conclude that the junior lecturers at Syiah Kuala University were not very concerned with plagiarism practice among their students or colleagues.

**Types of plagiarism**

The results of the questionnaire regarding the types of plagiarism committed by the respondents are presented in the following table. Among other types of plagiarism, only five general types were investigated in this research.

**Table 3:** Forms of plagiarism

| Statements | Never | Rarely | Often | Always |
|---|---|---|---|---|
| Copying a whole source | 0 | 7 | 19 | 56 |
| Using articles from the Internet | 1 | 10 | 23 | 29 |
| Doing an individual work with a friend | 1 | 25 | 34 | 22 |
| Paying others to write an article | 0 | 1 | 1 | 80 |
| Using a paragraph without source | 0 | 3 | 12 | 67 |

As shown in Table 3, 56 respondents admitted that they always copied a whole source. Nineteen of 82 respondents reported that they often plagiarized by copying the whole source. Seven respondents responded "rarely," and none of the responses said "always." This data indicates that the existence of plagiarism practice was very high among junior lecturers at Syiah Kuala University. Regarding plagiarism from an internet source, the majority (29) of respondents spoke that they always did it. 23 respondents admitted that they often used articles from the internet, and the remaining respondents (10) reported that they rarely did it. None says never used articles from the internet. The frequency of plagiarizing through the use of the internet indicates that the internet makes plagiarism activity much easier.

In response to the statement about doing individual work with a friend, most (34) of respondents honestly said that they often did this. 22 respondents were admitting that they always worked with a friend to complete individual work. Twenty-five respondents said they rarely practiced this form of plagiarism, and none chose "never." Asking for help was usual amongst students and lecturers. However, it needs to be taken into consideration because such help might result in plagiarism. Therefore, the concept of plagiarism has to be very carefully understood by the lecturers.

Surprisingly, almost all respondents reported "always" for the fourth item about the form of plagiarism. As shown by the data, there were 98% or 80 respondents who admitted that they paid others to do their work. One respondent said that they often did it, and the remaining (1) selected "rarely." With this significant number of participants who admitted plagiarizing, it can be concluded that plagiarism activity is severely rampant in the education world which makes legality and the professionalism of junior lecturers questioned.

Using a paragraph without a source was committed by the majority of respondents. For the evidence, 67 respondents said "always" for this statement, and two respondents said "often." Three respondents rarely practiced this form of plagiarism. No participant chose "never" for this item.

In short, all types of plagiarism were committed by the respondents. To find out whether all types were committed with the same frequency, a pairwise Wilcoxon test was used, and the results are presented in Table 4.

**Table 4:** Results of pairwise Wilcoxon test for types of plagiarism

| | Copying … | Using ... | Doing … | Paying … |
|---|---|---|---|---|
| **Copying** a whole source | | | | |
| **Using** articles from the Internet | 806 / 0.000 | | | |
| **Doing** an individual work with a friend | 1104 / 0.000 | **262 / 0.771** | | |
| **Paying** others to write an article | 22.5 / 0.000 | 40 / 0.000 | 18 / 0.000 | |
| **Using a** paragraph without source | 92 / 0.024 | 33 / 0.000 | 37 / 0.000 | 106.5 / 0.006 |

Table 4 presents statistics and p-value for every pair to show that the types of plagiarism committed by each person were different in frequency (p < 0.05). A group of participants only did one type of plagiarism with the same frequency except for using articles from the internet and doing individual work with friends (p = 0.771). Whether acknowledging one's work was hard or whether acknowledging one's work was not well-understood, the following section explains and gives further information about plagiarism activity amongst lecturers at Syiah Kuala University.

**Factor affecting the practice of plagiarism**

The motivations to plagiarize among junior lecturers at Syiah Kuala University are shown in Table 5.

**Table 5:** Reasons for plagiarizing

| Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| Busy schedule and laziness | 21 | 26 | 13 | 16 | 6 |
| Easiness of locating Internet | 15 | 21 | 18 | 22 | 6 |
| Unaware instruction | 13 | 21 | 20 | 21 | 7 |
| Lack of serious consequences | 11 | 16 | 13 | 28 | 14 |

| Writing workload | 14 | 17 | 21 | 23 | 7 |
|---|---|---|---|---|---|
| Not understanding the topic | 17 | 20 | 19 | 16 | 10 |
| Not knowing how to cite sources correctly | 13 | 19 | 17 | 19 | 14 |
| Not knowing how to compose writing in a standardized language (Bahasa or English) | 14 | 19 | 17 | 21 | 11 |

As shown in Table 5, less than half of the participants agreed to the first statement of the survey, with 13 neutral responses, while the other disagree or strongly disagree. This indicates that plagiarism did not occur because of participants' scheduling problems. External factors may dominantly play a role in the practice of plagiarism, one of which is easy access to internet resources. A total of 28 respondents agreed that easy access to the internet has resulted in plagiarism. However, a greater number (36) of respondents reported that the internet was not the reason for plagiarizing. Eighteen participants seemed not sure whether the internet played a big role in this kind of misconduct. Besides, unawareness of instruction was chosen as the reason for plagiarizing by a total of 28 participants. Twenty participants reported "neutral," and the majority of participants (34) believed that it was not their reason to plagiarize. The data also show that most of the participants (42) agree that lack of severe consequences motivated plagiarism, with 13 participants who spoke neutral to this statement, and the remaining 27 participants disagreed. Regarding writing workload, the number of participants who disagreed that it was a reason to plagiarize was almost similar to those who agreed, with the remaining 21 participants choosing "neutral" to the statement.

Furthermore, the other three statements in the questionnaire deal with knowledge about topics, writing, and citation. In response to the statement of lack of knowledge about the writing topic, the majority (37) of participants disagreed that it was the most common reason for plagiarizing. Twenty-six participants agreed, and the other 19 participants responded "neutral." For lack of citation skills, 33 participants agreed that it was a reason to plagiarize, while 32 participants disagreed, and the other 17 participants reported "neutral." For the last statement, a lack of skills in using standard language in writing, 32 participants reported that it was a reason to plagiarize, 33 participants showed disagreement, while the other 17 participants chose "neutral."

Based on Table 5 above, it can be concluded which reasons were the most commonly perceived as motivation to plagiarize among junior lecturers at Syiah Kuala University. The following boxplot visualizes the summary of the results of the questionnaire in such a detailed overview that the conclusion can be drawn.
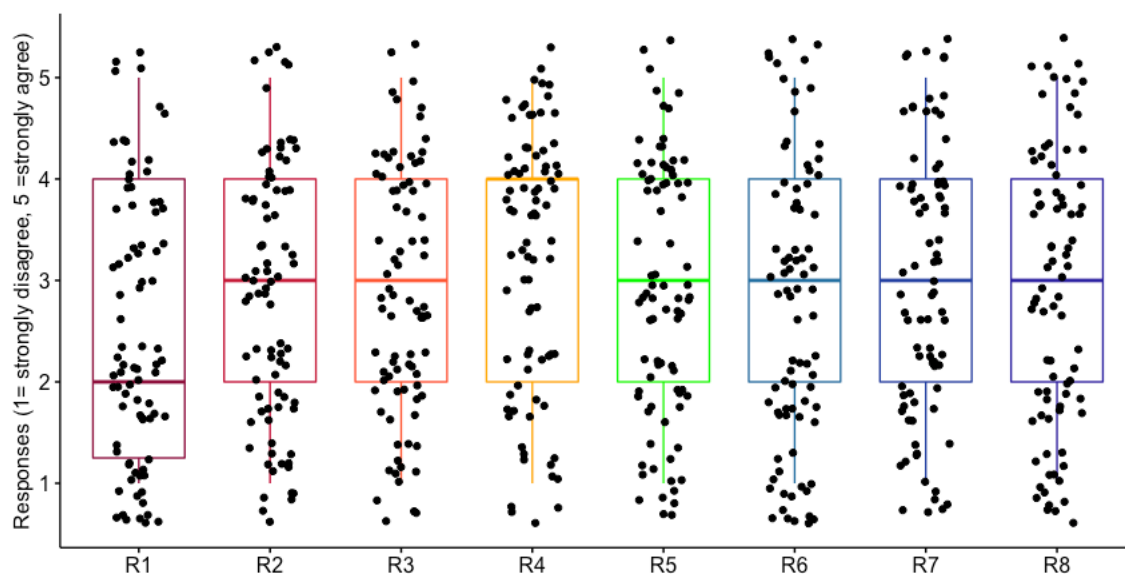


**Figure 2:** Boxplot visualization of reasons to plagiarize

Based on Figure 2, from reasons one to eight (R1 – R8), most responses are evenly distributed, except for R1 (busy schedule and laziness) and R4 (lack of serious consequences). Most data are populated around response 2 (disagree) for R1 and around response 4 (agree) for R4. Therefore, the reason for busy schedules and laziness was the least possible motivation to plagiarize, and a lack of serious consequences was the most likely reason to commit this academic dishonesty.

**DISCUSSION**

Furthermore, it is encouraging to note that the respondents fairly and honestly answered the sensitive questions about plagiarism that they possibly involved in. Both male and female graduate and postgraduate Junior Lecturers of Syiah Kuala University participated in this study. There were 82 respondents in total with several fields of study.

The survey indicates that a large number of participants have a very high level of awareness about plagiarism. They admitted that they were aware of the meaning of plagiarism and were aware that it is a wrong activity. They also regarded copying from a book without crediting the source results in plagiarism. The majority of lecturers agreed that consequences and punishments must be given whenever the practice is violated. Further, they believed that faculty and university were effective at catching the plagiarists. In short, the first part of the questionnaire gave a picture that undergraduate and master junior lecturers at Syiah Kuala University have an adequate awareness of plagiarism practice. However, the participant's answer for different statements was sometimes contradictory. The participants who believed that they understood the concept of plagiarism did not know that copying from a book without proper citation constitutes plagiarism. Therefore, based on this part of the questionnaire, the junior lecturers' understanding of the concept of plagiarism was as distorted as understood by senior EFL students in the same university, as revealed by Mustafa (2019).

Going through the findings above, the lack of understanding of the concept of plagiarism was also reflected in their report of plagiarism practice. The data reveals that 98% of junior lecturers paid others to write their articles, and they frequently copied the whole source and paragraph without giving any acknowledgment. With the high frequency of plagiarism practice amongst lecturers, it indicates that junior lecturers did not perceive plagiarism as a serious misconduct activity in academic life. Although they were aware that plagiarism is wrong, their attitudes proved otherwise. This implies that junior lecturers used plagiarism as a strategy to survive in academic life, as previously found by Flowerdew and Li (2007). This finding is unexpected because it is against the existing answers relating to plagiarism awareness. This signifies that the majority of the junior lecturers were involved in such intentional plagiarism and, in the same way, they did not regard plagiarism as a serious threat to academic integrity. Difficulties in academic writing were presented as the reason for plagiarism practice. Along with these findings, Nunan (2003) has earlier mentioned that problems in academic writing contribute to the inability to produce good writing. Thus, in this case, the majority of junior lecturers chose to turn over their job to others, known as ghost-writers, who are better in writing. This ghost-writing practice has been very popular among academicians as a way to improve professional standing and academic tenure (Bosch & Ross, 2012).

This finding is very alarming because lecturers, in general, are expected to teach moral and ethical values to their students. As educators, they are important elements in controlling cheating and plagiarism in academic institutions. If lecturers, as the stakeholders do plagiarize, so a big question is, who is going to stop academic dishonesty in university? Based on the data regarding the factors contributing to plagiarizing, the writing workload is becoming one of the causes which motivate junior lecturers to produce more publications or articles by paying others. Mustafa and D'Auria (2019) also believe that lecturers in Southeast Asia universities have too many responsibilities. Therefore, the university should consider this workload's pressure, partly because it is not in line with the capacities or capabilities of junior lecturers.

From the result of the plagiarism survey, our participants seem also to have pressure from society to get a higher prestige. The intentionality to neglect the value and academic rules to achieve a higher status denotes that pressure in academic life was high. According to Ramzan, et al. (2012), pressure in academic life forced the person to do an unfair practice so that they can achieve better performance and produce more publications. With the fantastic number of responses towards "paying others to do one's article" as the most common forms of plagiarism, it can be concluded that the plagiarism phenomenon is such an open secret amongst junior lecturers. Their involvement in this behavior might have been motivated by the knowledge that their colleagues also did it.

One of the factors motivating junior lecturers to plagiarize is a lack of citation skills. They admitted that they did not cite the source materials properly and often copied the whole source of the material. This witting plagiarism may imply that laziness played a role in plagiarism among the lecturers; this was negated by most of the participants. It can also be caused by a lack of paraphrasing and summarizing skills (Shi, et al., 2018), motivated by inadequate language proficiency (Johns & Mayes, 1990). The existing data, as can be shown in Figure 5, represents that more than half of the total participants admitted that they were not so busy and lazy that they had to plagiarize in writing. Going beyond these findings, lack of ability can be seen as the cause of this academic dishonesty or plagiarism, which is similar to the problems faced by students. Some studies reveal that a poor understanding of how to do citations in academics has resulted in plagiarism amongst students and academic writers (Shaw & Pecorari, 2013). One study conducted by Park (2004), for instance, clearly put this reason as the top reason for plagiarism activity. He states that unfamiliarity with proper ways to cite, quote, paraphrase, and make reference has resulted in plagiarism. Flowerdew and Li (2007) further explain that plagiarism also occurs due to a lack of linguistic flexibility because, according to Swear and Kalajahi (2019), writing also needs a strategy. The result of their study shows similarity with this study in which the regard that writing academically is difficult, thus plagiarism appears. Therefore, at the early stage of their academic life, junior lecturers need to have intensive training in academic writing because Nur and Sofi (2019) mentioned that it is the most challenging language skill. The focus of the training should be put on the citation, referencing, paraphrasing, and summarizing because these skills can prevent writers from plagiarizing (Yamada, 2003).

Finally, the participants' awareness of the effectiveness of catching the suspects of plagiarism contradicts with their behavior towards plagiarism practice. The results show that lecturers did not believe in the plagiarism detection system and processes in the universities. Their attitudes indicate that the institution was not capable of detecting plagiarism. They admitted that less consequence were the causes of the continuity of plagiarism. Lack of serious consequences was

regarded as the major reason for plagiarism activity amongst junior lecturers. With the high frequency of plagiarism that occurs, this suggests that junior lecturers seem to believe that taking other's work does not post any significant risk. The result of this study, unfortunately, interprets that the level of honesty was very poor. Having a feeling that their misconduct activity would not be caught created an assumption that they may continuously indulge in this unethical practice.

## CONCLUSIONS

It can be concluded that there is a contradiction between participants' awareness statements and the practice of plagiarism that they frequently are involved in. Junior lecturers took plagiarism as a grant to achieve a better performance in academic life. They continuously participated in this misconduct activity because they regarded that there were only minor consequences given to the violators. Even though they admitted that they were not busy or lazy, their actions proved otherwise. Junior lecturers' responses signify an alarm for academia. The integrity and professionalism of a lecturer will be questioned whenever they clearly understand the plagiarism but do not avoid it while doing research projects and publishing papers. If the practice of plagiarism is not handled properly, there will be a never-ending story of plagiarism. Therefore, increasing the awareness about plagiarism can be started by exposing the concept of academic dishonesty or plagiarism for everybody that involves academics through seminars, workshops, or even in lectures. Apart from the need to observe ethics in the use of both printed and electronic resources and ethics of copyright laws, we also need to have a stricter policy, and thus plagiarism can be minimized.

## LIMITATION AND STUDY FORWARD

The findings in this study cannot be generalized because they are based on a relatively small number of young lecturers' self-reports at one university. However, we believe that this research is a way forward for our university. Besides offering a valuable result and allowing a further investigation to be done, this study also empirically contributes to the education world because such research has rarely been conducted either at Syiah Kuala University or elsewhere. Yet, further research should be conducted, for example, using in-depth interviews which would reveal more textured and nuanced understandings of plagiarism and the factors related to it.

## ACKNOWLEDGMENT

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