Team Re-CIP: A Learning Model to Overcome Academic Plagiarism among University Students

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Abstract: Academic plagiarism is still prevalent and should be kept away from students' mindsets. This paper aims to develop a learning model for the Team Re-CIP that seeks to overcome academic plagiarism in universities. This study employed the research and development (R&D) techniques in conjunction with the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The development stage of the learning model is based on the findings of a needs assessment conducted with 208 students. Two learning experts validated the initial design of the learning model. The findings indicated that practically every student had engaged in academic plagiarism. There is even a strong likelihood that they will always commit plagiarism. However, they have a solid desire to shun plagiarism. Therefore, building a learning model for Team Re-CIP is very important. The primary syntax of this learning approach is reviewing, checking, investigating, presenting, and paraphrasing. Students are divided into numerous groups according to the subject of the content for which they are responsible for writing a paper. This strategy is distinctive because it includes a group called the Re-CIP Team that acts as a peer assessment.

Keywords: Team Re-CIP, Learning Model, Plagiarism, Academic, University Students

1. Introduction

Academic plagiarism among students, particularly in universities, remains a significant concern. According to available data, plagiarism has increased in frequency and intensity since 1998 (Rustad, 2018). Another surprising fact appeared at an event organized by the Indonesian Scholarship and Research Support Foundation (ISRSF), in which around a quarter of scientific articles by Indonesian students contained a significant amount of plagiarism (Tempo.com, 2016). This fact makes Indonesia one of the world's worst intellectual property rights violators (Panjaitan, 2017). There needs to be a serious effort to overcome the problem of academic plagiarism to create academic honesty among Indonesian students. If resolved soon, they will avoid severe problems. Article 12 of the Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2010

concerning the Prevention and Eradication of Plagiarism in Higher Education details significant consequences, including the cancellation of graduate certificates.

Several parties have undoubtedly made numerous efforts to resolve this issue. As a preventive measure, the government regulated plagiarism prevention by issuing the Regulation of the Minister of National Education of the Republic of Indonesia No. 17 of 2010 concerning the Prevention and Countering of Plagiarism in Higher Education. Additionally, the government has developed a website titled ANJANI (Indonesian Academic Integrity Pavilion) for punitive activities against plagiarism (Ristekbrin, 2019). Additionally, multiple similarity check software is available to combat plagiarism using cutting-edge technology. Academic plagiarism protection applications such as iThenticate, Turnitin, and others are available. Previous studies have been conducted to overcome this issue. Wibowo (2012) conceptualizes a policy approach to addressing plagiarism in FKM UI in general, mainly through scientific writing codes of ethics, workshops, training, and various guidelines. Gunawan (2020) states that combining value clarification group counseling with modeling techniques can improve students' academic integrity. Simanullang (2020) developed a similarity detection tool for text documents using the Shingling Algorithm. Based on empirical evidence, this program can detect text similarities when scaling, rotating, cutting, and editing documents so that it is effective in overcoming plagiarism problems among students.

Based on previous studies, we see that there needs to be a strategy for tackling academic plagiarism among students through learning models that will implement in class. The learning model contains syntax that students must regularly follow during lecture activities. This syntax is undoubtedly a system that combines the application of technology with learning activities that will help children overcome the problem of plagiarism in college. This research aims to build a learning model for the Team Re-CIP to reduce student plagiarism. In particular, the intended objectives are:

a) To conduct the needs assessment for the Team Re-CIP learning model development
b) To obtain validation test of the Team Re-CIP learning model by the experts
c) To design the final syntax of the Team Re-CIP learning model
d) To find out the trial test results of the Team Re-CIP learning model

2. Literature Review

Academic plagiarism is a significant challenge for students to overcome. Numerous factors can contribute to this conduct, including a desire to avoid failure and achieve perfect grades (Kustiwi, 2014). The most common is that plagiarism is straightforward and practical to do (Jannah & Andriani, 2013). Another interesting fact is that gender does not influence someone to do plagiarism (Ahmad et al., 2022). Therefore, students' reading habits need to be improved, so that insight into writing scientific papers is increasing (Baba & Affendi, 2020). Plagiarism can be classified into at least four forms, including 1) concept plagiarism, 2) word-for-word plagiarism, 3) source-based plagiarism, and 4) authorship plagiarism (Budi, 2011). Students must be aware of several forms of plagiarism to learn how to avoid them. Plagiarism severely negatively influences the perpetrator's personal and social life. Plagiarism has several negative consequences for those who do it, including a lack of confidence in their talents, dishonesty, and failure to follow the law. In contrast, the social consequences include causing harm to other people whose work has been plagiarized (Adiyati & Supriyanto, 2020). In addition to the types listed previously, another type of plagiarism is frequently identified in scientific writing self-plagiarism (Budi, 2011). The government and affiliated entities have taken measures to counter academic plagiarism. These measures take the shape of legislative rules, education to prevent plagiarism, and, as noted in the introduction, the use of technology.

In Indonesia, research on academic plagiarism prevention is still in its infancy. The majority of researchers focus on conceptualizations of academic plagiarism (Lako, 2012; Mustapha et al., 2017; Patak, 2014; Sundaya et al., 2016; Wibowo, 2012), identification of forms of academic plagiarism among students (Aji, 2018; Pramudyastuti et al., 2020; Rohendi, 2018; B. Santoso & MM, 2020; Satria et al., 2017), legal aspects of plagiarism (Ramadhan, 2019; Rizal, 2010), policy responses to it (Aziz, 2015; Ernawati et al., 2014; Hermawan, 2020; Rohmanu, 2016), educators' roles in overcoming it (Hermawan, 2020; Hutabarat, 2020) and the use of applications to detect academic plagiarism in scientific papers (Amini, 2020; Muthmainnah, 2019; Nurcahyadin, 2020; Simanullang, 2020b; Sinaga, 2018).

3. Methods

3.1 Research Design

The research and development (R&D) approach was used in the design of this study. We have also used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model (Molenda, 2003; Peterson, 2003) (Fig. 1). This development methodology enables the construction of learning models tailored to specific learning issues' requirements.

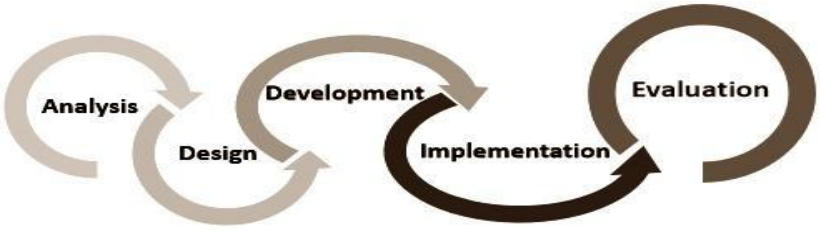

Fig. 1 ADDIE Development Model

3.2 Participants

This study enrolled 208 students from the Faculty of Social Science Universitas Negeri Malang. It comprised 169 females and 39 males. All these students are divided throughout multiple departments, including 109 students in the Social Sciences education study program, 54 in the Sociology Department, 43 in the Geography Department, and two in the History Department. These 208 students were surveyed to collect data to conduct a needs assessment and develop learning models.

3.3 Data Collections

This study's data collection process is divided into two stages: 1) needs assessment data collection and 2) expert validation data collection. The data for the needs assessment is derived from predetermined indicators, including 1) the intensity with which students undertake plagiarism acts; 2) the likelihood of students repeating acts of plagiarism; 3) students' comprehension of how to use plagiarism prevention tools; 4) students' willingness to learn how to avoid academic plagiarism; 5) the importance of students learning how to avoid academic plagiarism; and 6) the level of student need for developing applicable learning models to avoid plagiarism. Experts validate data based on the following: learning support theory; syntax; social systems; relational principles; support system; accompanying impact; and execution of learning.

3.4 Data Analysis

The data were subsequently processed using the predetermined instrument indications. Upon data collection, descriptive statistical analysis techniques were used to analyze it.

4. Results

4.1 The needs assessment results of Team Re-CIP learning model

A needs assessment was conducted to develop learning model products relevant to student needs. The following are the findings based on specified indicators (Table 1).

Table 1. The results of the needs assessment of the learning model

Indicator	Results
The level of intensity of students in committing acts of plagiarism	192 (92.30%) students have committed plagiarism
The possibility of students repeating plagiarism	132 (63.46%) students have committed to repeating plagiarism
Students knowing for plagiarism prevention tools	181 (87.01%) students already know
Students' desire to learn to avoid academic plagiarism	202 (97.11%) students wanted to avoid plagiarism
The significance of preventing plagiarism in the educational process	147 (70.67%) students consider that it is important
The extent to which it is necessary to construct relevant learning models to avoid plagiarism	128 (61.53%) students consider that it is important
The pattern of instructional interaction that students require	115 (55.28%) students desire to be organized in groups.

Table 1 shows that 192 students have committed academic plagiarism violations. Another surprising data is that 132 students have plans to repeat plagiarism. Uniquely, 181 students knew plagiarism detection tools. The data shows that the behavior of academic plagiarism has become a habit for them. Even so, 202 students consciously wanted to avoid plagiarism. To strengthen their intention to avoid plagiarism, students want a particular learning model (61.53%) whose learning activities are group-oriented (55.28%).

4.2 Validation test results of the Team Re-CIP learning model

Two experts in the field of learning models were enrolled to validate the produced learning model. The learning model was validated using the syntax that we constructed. The validation method was based on the following: learning supporting theory; syntax; social systems; relational principles; support system; accompanying impact; and learning implementation (Fig.2).

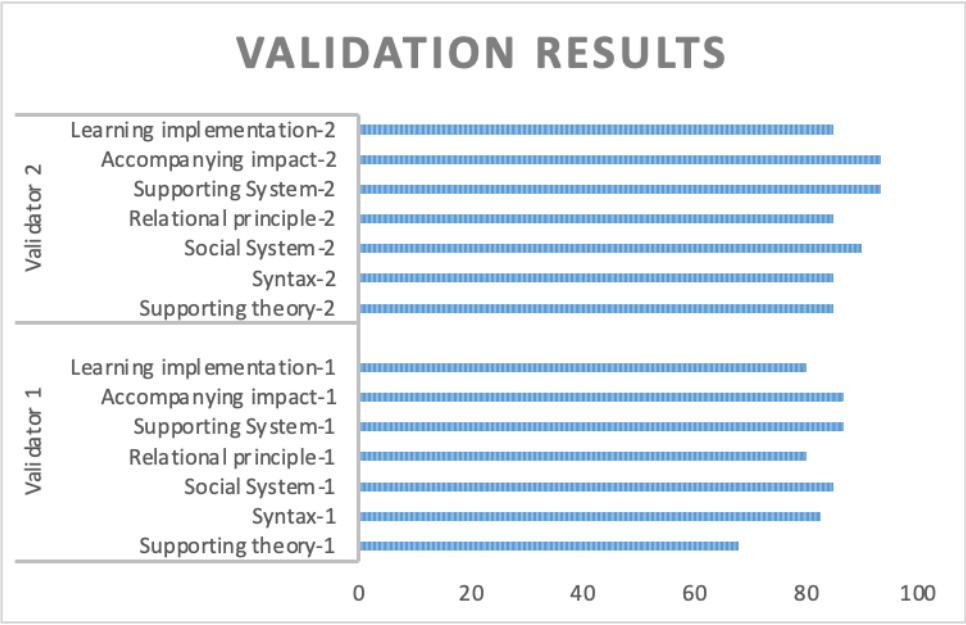

Fig. 2 ADDIE Development Model

According to Table 2, the expert team's validation test revealed that the Re-CIP Team's learning model was in a Good category (84.67). Nonetheless, this learning model is refined in response to the two experts' criticisms and suggestions. Figure 2 and Table 3 illustrate the results of the process of refining this learning model.

4.3 The syntax of the Team Re-CIP learning model

The following design of the produced learning model was based on the findings of validation, criticism, and suggestions from learning model experts (Fig.3).

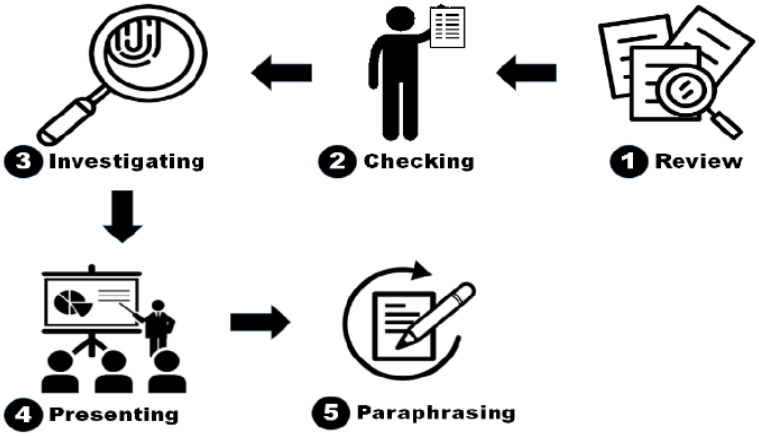

Fig. 3 Re-CIP Team's Learning Model Syntax Concept

The primary means of Re-CIP Team syntax is through fundamental activities (reviewing, checking, investigating, presenting, and paraphrasing). Table 3 provides a complete explanation of the syntax of this learning model.

Table 3. Re-CIP Team's Learning Model Syntax

Syntax	Description
Introduction	Students are divided into groups named Team Re-CIP 1, Team Re-CIP 2, and Team Re-CIP 3(the number of Team Re-CIP depends on the number of students). Each Re-CIP Team has the task of writing papers/reports/articles. Each member of the Team Re-CIP has different tasks, including 1) checking for writing techniques, 2) checking for content substance, and 3) checking for the numbers of similarity. Papers/reports/scientific articles completed by each Team Re-CIP are then given to other groups to examine aspects of their writing techniques, substance, and the number of similarities. Examination data by each Re-CIP Team is poured on a document review worksheet (LKRD) which will be presented in class.
Stage-1 (Reviewing)	Papers/reports/articles obtained by each Re-CIP Team are then immediately examined for writing and substance by group members following the initial division of tasks. The results of the examination findings are in the document review worksheet (LKRD) provided by the teacher.
Stage-2 (Checking)	Makalah Papers/reports/scientific articles that have been distributed are then checked for the numbers of similarity using an online plagiarism checker tool by members of the Re-CIP Team (checking technique guided by a teacher). The

Syntax	Description
	results of checking the number's similarity rate are in the document review worksheet (LKRD) provided by the teacher.
Stage-3 (Investigating)	Apart from checking similarity figures, the Re-CIP Team also investigated plagiarism sources. The investigation results are written down in the document review worksheet (LKRD) provided by the teacher.
Stage-4 (Presenting)	Each Re-CIP Team must present the results of the papers/reports/articles in front of other groups. When the Re-CIP 1 Team has finished their presentation and question-answer session, the other Re-CIP Team in charge of examining the documents of the Re-CIP 1 Team must present the results of the document review worksheet (LKRD).
Stage-5 (Paraphrasing)	Each Re-CIP Team then carried out a process of improvement through sentence paraphrasing techniques. Teachers are required to socialize information regarding the definition of plagiarism, its impact, and how to avoid it through paraphrasing techniques. The process of paraphrasing scientific papers/reports/articles is carried out by each Re-CIP Team and under the teacher's guidance. Each group then rechecked the results of improvements through paraphrasing techniques to determine the number of similarity decreases.
Closing	The closing learning activities include concluding, reflecting on learning experiences, and giving appreciation to students.

According to Table 3, the Re-CIP Team's learning model consists of five distinct stages (reviewing, checking, investigating, presenting, and paraphrasing). Based on its responsibilities, the Re-CIP team was established differently than previous groups. The Re-CIP Team is a functional group charged with peer evaluations. Their work is documented on a Document Review Worksheet (LKRD), which includes an assessment guide. Students in groups and on the Re-CIP Team will use the existing plagiarism check tool in this learning model to develop their ability to deal with plagiarism independently.

4.4 Product trials results of Team Re-CIP learning model

We involved six lecturers from several universities in the product trial process and used three indicators that are the focus of observation from this product trial. These indicators include 1) syntax readability, 2) syntax understandability, dan 3) syntax applicability. We found that the aspects of syntax reliability, syntax understandability, and syntax applicability in this learning model were in a suitable category (Fig. 4). Therefore, we conclude that the learning model that has been developed can be implemented and can be tested for effectiveness to see a broader impact on the learning process.

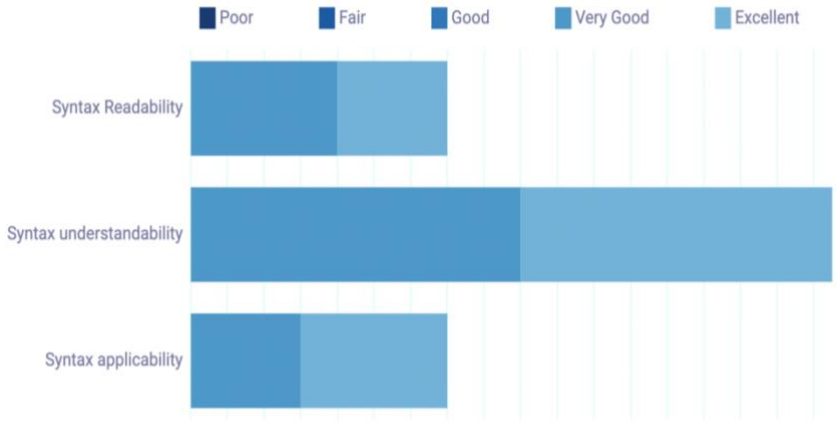

Fig. 4 Product trials results

5. Discussion

Academic plagiarism prevention is critical for sustaining the integrity of higher education (Chugh et al., 2021; Davies & Al sharefeen, 2022; Eaton, 2021; Khan et al., 2021). Numerous efforts have been made to accomplish this goal and continue to be made to attain the most significant results. Punishment remains the leading choice to provide a deterrent effect to academic plagiarism perpetrators (Crook & Cranston, 2021; Sutherland-Smith, 2011). Using a similarity checker application has been the most effective in dealing with academic plagiarism (Arabyat et al., 2022; Bohra & Barwar, 2022; McCulloch & Indrarathne, 2022; Tyagi et al., 2022). However, the use of punishment has yet to provide a deterrent effect on students. Students can find tricky use for academic plagiarism-checking applications. They have many tips and tricks to fool this system (Elkhatat et al., 2021). This study, therefore, aims to eradicate the mindset of plagiarism from students' thoughts. According to the needs assessment results, students must grasp how to avoid plagiarism through a continual learning process. Regarding a continual learning process, Wu et.al (2022) even apply the concept of the Behaviour Change Wheel in classroom learning policies to bring up an attitude of academic honesty. Maharajh (2020) also, a recommendation is that lecturers in universities must teach plagiarism explicitly, how to avoid it, and references**.**

Another finding shows that the students want group interaction in the classroom to be implemented to help them not be plunged into academic plagiarism. Hass (2022) shows that feedback from plagiarism programs should be used by teaching staff to collectively teach and socialize in the student community about citing and making knowledge claims into disciplinary literacy. Even tho Baldarelli et al (2022) mention that a new approach in information literacy sessions is essential for students to avoid plagiarism. Learning strategies need to be integrated with technology to break the habit of plagiarism among students**.** This integration is through the use of plagiarism detection tools that have been developed and can be applied in learning (Bohra & Barwar, 2022; Maertens et al., 2022; Tyagi et al., 2022). However, other studies provide warnings for students using technology that needs to be considered in aspects of cyber security and other impacts (Raju et al., 2022). For instance, integrating project-based learning models with plagiarism detection tools influences student learning autonomy and plagiarism prevention (Chu et al., 2021; Pratama & Prastyaningrum, 2019). The main goal is to reverse unacceptable behavior to permanently eradicate plagiarism among students, resulting from a confluence of individual and contextual factors (de Lima et al., 2021)**.** Even the Orr (2018) developed a seminar on academic integrity in education through an ethnographic study approach to divert the punishment system in overcoming academic honesty, which still needs to be more effective.

Additionally, this study assists students in avoiding plagiarism behavior through the syntactic instruction provided. The best concern is for students to develop an ethical attitude toward academics. On the other hand, as technology advances, deep learning-based methods for detecting plagiarism may prove beneficial in refining plagiarism prevention measures (Gharavi et al., 2016). Current research has

combined various techniques and methods to develop an anti-plagiarism learning system in universities (Kolhar & Alameen, 2021). Other researchers also develop learning models that propose overcoming academic plagiarism. Chu et al (2021) developed a plagiarism-free inquiry project-based learning model named UPCC (Understanding, Paraphrasing, Citations, and Checks). The results of their research show that the model is effective in avoiding plagiarism in behavioral, cognitive, and affective aspects

6. Conclusion

There are several essential points that we get in this research. The results of the needs assessment show that the academic violation that students often commit is plagiarism. Interestingly, those who have committed academic plagiarism are familiar with various plagiarism detection tools but prefer to repeat this dishonorable behavior. This condition means that many students still need to prioritize academic honesty. Various preventive and repressive efforts have been made to suppress academic plagiarism so that it does not develop more widely, but unfortunately, this has not been effective. We deliberately developed the Re-CIP Team Learning Model to provide a solution for dealing with plagiarism behavior among students. The development results show that the learning model is feasible to implement in the classroom. This learning model has a uniqueness with the division of students into several groups called Team Re-CIP. The main syntax of this model is as follows: 1) review, 2) check, 3) investigate, 4) present, and 5) paraphrase. We highly recommend that teachers implement this learning model and test its effectiveness to see its other impacts on learning.

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