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THE CAUSES OF THE HIGH LEVEL OF PLAGIARISM IN THE PREPARATION OF SCIENTIFIC WORK IN ISLAMIC EDUCATION

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ABSTRACT

This study aimed to identify the causes of the high level of plagiarism in the preparation of scientific papers of Postgraduate Islamic Education students of Pontianak State Islamic Institute. The results of this research can be used as a reference solution to overcome the problem of plagiarism of scientific work in Islamic Education. A qualitative approach with phenomenology type was used in this research. The subjects of this research are the data collected are papers or other writtenworks made during the Strata-2 (S-2) course consisting of, (1) students of the Islamic Education study program of IAIN Pontianak Postgraduate Class XV totaling 4 people, (2) lecturers of the Islamic Education study program of IAIN Pontianak Postgraduate Class XV totaling 4 people, and (3) leaders of the Islamic Education study program of IAIN Pontianak Postgraduate Class XV totaling 2 people. Data collection techniques andinstruments used were, (1) interview techniques with semi-structured interview guideline instruments and (2) documentation studies with instruments in the form of documents andphotographs. Data analysis was conducted using the Strauss and Corbin model. The results of this study found 5 (five) causes of plagiarism behavior that occurred in assignments in the form of scientific papers, namely, (1) difficulty finding references in writing scientific papers, (2) difficulty processing reading material from references, (3) there is no guidebook for writing scientific papers, (4) leniency in monitoring plagiarismbehavior, and (5) less strict sanctions for plagiarism behavior.

Keywords*: Causes of Plagiarism, Islamic Religious Education*

INTRODUCTION

Plagiarism has been recognized as a disapproved act and contrary to the scientific spirit and the academis environment in the university (Fadilla, Haryadi & Rapik, 2023). The words take and acknowledge in the definition provide an understanding that the act of plagiarismis an act that is not commendable and is included in intellectual crime. It is said to be an intellectual crime because the act of taking and acknowledging it can be

categorized as seizing and stealing other people's ideas, rights, ideas, or works without permission and recognizing the work as his own. The act of plagiarism is very detrimental to others and contradicts Islamic religious values as in the words of Allah Swt in the Qur'an Surah Asy-Syuara verse 183 which says,

وَلَا تَبْخَسُوا النَّاسَ أَشْيَاءَهُمْ وَلَا تَعْثَوْا فِي الْأَرْضِ مُفْسِدِينَ

Meaning: And do not harm people in their rights and do not run rampant on the earth by causing damage (Departemen Agama RI translation).

Plagiarism is said to harm the rights of others because it is closely related to the theft of other people's rights, namely intellectual property rights. The Indonesian Ulema Council (MUI) has firmly issued a fatwa related to the protection of intellectual property rights through MUI fatwa number: 1/MUNAS VII/MUI/5/2005 on the Protection of Intellectual Property Rights (MUI) (Majelis Ulama Indonesia, 2005). Through the fatwa, MUI explained that the intellectual property rights given by the fatwa include the results of brainstorming that produces a useful product for humans and is recognized by thestate. This right is closely related to economic activities resulting from a person's creativity. This right includes copyright which includes written works. Through this provision, MUI includes intellectual property rights as huquq maliyyah (property rights)that receive legal protection *(mashun)* as mal or wealth and have economic value.

The rise of plagiarism has become a plague among academics and a scourge for the world of Indonesian education. In Higher Education, some research results show that the perpetrators of plagiarism are not only come from students but also lecturers who should be able to produce works without having to commit ungrateful acts such as plagiarism.

A case of plagiarism was experienced by 2 (two) lecturers at the Faculty of Law, Padjajaran University because the book they wrote entitled "*Cybernotary* (In Notary Activities in Indonesia)" published in 2012 was reported by their students to the realm of law. The student, Helen Ryanita Nainggolan, alleged that the two lecturers with doctoral degrees who were examiners in her thesis trial had plagiarized Helen's thesis entitled "Juridical Review of the Implementation of Electronic *Certification (Certification Authority)*". Helen (2013: 1) said there were around 60 pages of her thesis that were plagiarized by the lecturers and included in her book with only Helen's name on at least two pages.

This case is certainly not the only case that occurred in higher education. There are several cases of alleged plagiarism that occurred in higher education, including the case of a FISIP UI lecturer in 2016 who allegedly plagiarized a number of postgraduate student papers and even papers of political experts, resulting in his failure to obtain a professor's degree (Soelistyo, 2016: 192). Plagiarism behavior was also the cause of the resignation of a lecturer at Gadjah Mada University in 2018 (Keswara, 2014: 1). This was because the article entitled "Initiating Disaster Insurance" was suspected of plagiarizing Hotbonar Sinaga and Muawar Kasan's article. Other plagiarism behaviors related to copyright that occur in higher education still occur in Indonesia.

This phenomenon requires efforts from various parties to pro-actively improve the system of supervision, tightening, and assessment of scientific work. For this reason, researchers feel the need to try to identify plagiarism among master's students, especially in making scientific papers in the Islamic Education study program of IAIN Pontianak Postgraduate Program. Studying religion properly will lead us to the good of the world and the hereafter. As said by Rasulullah *salallahu 'alaihi wassalam*,

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مَنْ يُرِدِ اللَّهُ بِهِ خَيْرًا يُفَقِّهْهُ فِى الدِّينِ

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Meaning: Whoever Allah SWT wants to get all the good, then Allah SWT will understand him about religion (HR. Bukhari Nomor 71 dan Muslim Nomor 1037).

Goodness is obtained through a correct understanding of religious knowledge. For this reason, learning Islamic Religious Education (PAI) should be able to instill religious values in students' daily lives without exception in making assignments. The form of assignments given varies, one of the most frequently given assignments is in the form of scientific papers. The writing of scientific papers is very vulnerable to plagiarism because the material is very easily accessed through the internet and then *copied and pasted* without listing the source correctly.

The researcher conducted pre-research by testing the level of plagiarism in papers andother assignments given by the XV generation of PAI postgraduate lecturers using Turnitin*software*. This was done to strengthen the existence of plagiarism problems committed by PAI postgraduate students of class XV in writing scientific papers. The plagiarism testwas conducted on 4 (four) courses whose assignments were in the form of scientific papers with a total of 17 (seventeen) scientific papers. The results of the plagiarism test using Turnitin *software* are presented in the following table:

Table 1. Plagiarism Test Results using Turnitin

No.	Course Content	Plagiarism Rate (%)						Average Plagiarism (%)
		1	2	3	4	5	6	
1	KMKA	33	36	41	55	70		47,00
2	KMKB	42	45	47	79			53,25
3	KMKC	91	95					94,00
4	KMKD	19	71	77	79	80	83	68,16
Overall Average								**65,60**

Table 1 shows that the level of plagiarism in Postgraduate PAI Class XV students is 65.60%. The high rate of plagiarism in students requires follow-up from various related parties. First, before determining the follow-up, it is necessary to identify the causes of this behavior. This study will try to analyze the causes of high plagiarism in the preparation of scientific papers of PAI postgraduate students of IAIN Pontianak. The results of this study are expected to contribute so that students are accustomed to working on scientific papers without plagiarizing or stealing other people's work. This research will be conducted qualitatively in order to obtain in-depth data on postgraduate students of the State Islamic Institute (IAIN) Pontianak PAI study program class XV. Therefore, the researcher raised the title, "The Causes of the High Level of Plagiarism in the Preparation of Scientific Work in Islamic Education Students of IAIN Pontianak Postgraduate Program".

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RESEARCH METHOD

Qualitative approach with phenomenology type was used in this research. This research was conducted by collecting data from postgraduate students of Islamic Education IAIN Pontianak Class XV. The data collected were papers or other written works made during the Strata-2 (S-2) lectures consisting of, (1) students of Islamic Education study program of IAIN Pontianak Postgraduate Class XV totaling 4 people, (2) lecturers of Islamic Education study program of IAIN Pontianak Postgraduate Class XV totaling 4 people, and (3) leaders of Islamic Education study program of IAIN Pontianak Postgraduate Class XV totaling 2 people. This research took place at the Postgraduate Program of IAIN Pontianak which wasconducted from November 2019 to March 2020. Data collection techniques and instruments used were, (1) interview techniques with semi-structured interview guidelineinstruments and (2) documentation studies with instruments in the form of documents andphotographs. Data analysis was conducted using the Strauss and Corbin (1988) model which consists of 3 stages, namely, (1) open coding, (2) axial coding, and (3) selective coding.

RESULT AND DISCUSSION

The results of in-depth interviews obtained 5 (five) causes of the high level of plagiarism among students of PAI postgraduate study program IAIN Pontianak Class XV. Researchers have conducted interviews to find out the causes of plagiarism in the writing of scientific papers on PAI postgraduate students IAIN Pontianak class XV to 4 students, 1 lecturer and 2 leaders of PAI postgraduate study program IAIN Pontianak. The interview questions were 18 items that were arranged based on 5 (five) indicators toanswer this research question, namely (1) time for scientific work assignments, (2) interest in reading to analyze reference sources, (3) understanding of the systematics of scientific writing, (4) appreciation/respect for fellow writers and (5) sanctions for plagiarism. The results of the interviews showed several causes of postgraduate students of PAI IAIN Pontianak class XV committing plagiarism in writing their scientific papers, namely:

A. Difficulty finding references in writing scientific papers

The difficulty of finding references was experienced by almost all students interviewed. Generally, the use of internet media is the most preferred alternative by students in finding the right reference source. This was expressed by interviewees who found it easier to find sources from the internet such as the intended website, Google Scholar, Google Scholar, and Moraref.

The use of Internet media is indeed the easiest alternative because almost all students already have their own personal gadgets. However, students must realize that scientific work requires clear and scientific sources. Some sources such as Blogspot, Wikipedia, and others sources cannot be used as references because they are considered unscientific because the authors can write anything freely without any regulating signs. In contrast to references sourced from books or research articles whose writing is obtained from the results of literature review and field studies. Therefore, in using the internet media, a writer of scientific papers must prioritize references such as books that can be obtained from Google Books and research articles that can be obtained from various scientific journal websites and other sources that can be scientifically accounted for.

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B.   Difficulty Processing Reading Material from References

After finding suitable references becomes a difficulty in itself, the next problem felt by students is processing reading material from the references that have been obtained. The materials found are not all suitable for the needs in writing scientific papers. This is as expressed by informants who find it difficult to process other people's opinions into scientific writing.

The difficulty in processing reading material here is an impact of the lack of language skills through writing. Another infoman responded that the difficulty in processing reading material is due to the difficulty in stringing together good and scientific words. The informant emphasized the difficulty in stringing good words with scientific language so she quoted other people's words without mentioning the author's source. The difficulty in processing reading material from the references obtained is the reason for students to take shortcuts in writing scientific papers. This was recognized by the informant and is considered to be the cause of plagiarism behavior committed by postgraduate students of PAI IAIN Pontianak class XV.

C.   There is no scientific writing guidebook

The guidebook for writing scientific papers in question is a guideline published by IAIN Pontianak's PAI postgraduate program. This guideline is important so that every assignment in the form of scientific work has a standardized systematic. The writing systematic that has not been standardized becomes its own difficulty because each lecturer has a different writing systematic. This is as expressed by the informant that a writing systematic is needed.

Other interviewees who felt that they had used the correct writing systematics in the preparation of their scientific papers also emphasized that the writing systematics used so far were still different. This statement is a contribution of advice for PAI postgraduates who should make standardized guidelines in writing scientific papers. Assignments in the form of papers, research articles, and the like require standardized systematics and should be written in a guidebook so that there is conformity with clear guidelines.

D.   Leniency in Monitoring Plagiarism Behavior

In terms of the application of sanctions, the results of interviews with postgraduate PAI lecturers IAIN Pontianak mentioned that in terms of monitoring plagiarism in scientific papers have not used the *plagiarism checker* application. The *plagiarism checker* application owned by IAIN Pontianak is currently Turnitin. However, so far the use of Turnitin is only for theses, not to check scientific work assignments. IAIN Pontianak PAI postgraduate lecturer, Dr. Ichsan Iqbal, S.E, M.M said:

"In my opinion, if the supervision in question is a tool or application in measuring plagiarism, this has not been used by IAIN Pontianak postgraduate lecturers in checking student scientific work assignments. However, if the strict supervision in question is not measured by an application, I can state that the IAIN Pontianak PAI postgraduate lecturers have conducted strict supervision. Because I feel that the lecturers actually want students to quote a lot in the writing that is made. So the lecturer will check the references we use, by looking at our bibliography or not. This makes us not have time to commit plagiarism and even feel at a loss if we don't include the author's name (which we quote) in our writing or scientificwork. Meanwhile (the level of references in the bibliography) becomes theassessment of lecturers in checking our scientific writing".

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The results of interviews related to the use of Turnitin applications in checking plagiarism in scientific work assignments were also responded to by the Head of the PAIPostgraduate Study Program at IAIN Pontianak, Dr. Wahab, M.Ag said,

"Well, this utilization is still not maximized. Maybe some people still feel reluctant because their work has increased. But actually not really, instead he benefited. He benefits in this sense, there is something new produced from student writing, no matter how small it is. Then he will say 'Oh this is new', but when it's plagiarism then there is nothing new. That's the conclusion. In addition, for the lecturers concerned, when they utilize this system, they can actually increase their creativity. For example, creativity, how to make sure that the writing is not detected by plagiarism, then he mustdevelop existing concepts, that's creative and that's science. If we talk aboutexisting, in this world there is nothing new, repetition of everything. So wehave to be creative, which means there must be variants of development. For example, this mother's title could have been researched by someone else. But it could have been developed into 'plagiarism of scientific papers in themillennial era: a study of PAI postgraduate program IAIN Pontianak'. Maybe someone is creative there, right? Later there will be another concept, which is millennial given the indicators, that's creativity so as not to be trapped in plagiarism. But this is not just a matter of being trapped, here there is something that we find, something that we produce, there is the term novelty, the novelty of a research. Even though it is healthy, novelty doesnot exist in this world, only the variants change and it is the variants that make it new. So the point is that the application, the implementation is stillnot maximized".

Furthermore, the Secretary of the Postgraduate Study Program of PAI IAIN Pontianak, Dr. Sukino, M.Ag also responded regarding the supervision of plagiarism in student scientific work assignments. Plagiarism checking using the Turnitin application isonly used at the thesis writing level, but for assignments, it has not been maximized. Theresults of the interview with him said,

"Yes, the post admin is there to check the thesis. So there is an admin, beforethe thesis exam must first be checked for plagiarism in the post admin section.If it exceeds the plagiarism limit, it will be asked to correct it first before thethesis exam is held. However, for assignments, the use of the Turnitin application is not yet. So the checking is still done by each lecturer manually. Meanwhile, only the thesis. For assignments, this means a lot, for the time being, it takes time and more energy. So here we don't have a special admin to check plagiarism in papers/articles made by students. Except, for papers that willbe published as journals, there is already an admin who checks the plagiarismfrom the journal manager".

However, in terms of monitoring plagiarism behavior, it is not only the use of plagiarism checker applications. Lecturers can take various preventive and repressive actions in other ways. The Head of the PAI Postgraduate Study Program at IAIN Pontianak, Dr. Wahab, M.Ag, provided several alternatives such as manual checking by looking at the quotes used and making a matrix. The interview results mentioned,

"The lecturer must also provide affirmation, for example, if personally the lecturer will not pass, or he will give new assignments and so on, that is a sanction. In the study program, maybe we are only at the thesis stage. For assignments, we still leave it to the *nafsi-nafsi*. But there are still other ways that are manual in nature, for example, on a particular lecturer's laptop, like on my laptop. I specifically ask for the student's file, he will be detected, quickly because I don't ask for the hard but the soft. That's fast, from a simpleglance you already know, it's immediately marked, 'Oh this is the result of plagiarism'. We haven't taken this seriously yet, if we take this more seriouslyit will be even more noticeable. There is a more manual way, the manual is in the form of making this matrix, the manual matrix is for example like this, the quotes then display the quote and the quote is on what page then display the reference. If a student is just quoting, he is overwhelmed, yes he is just claiming, just claiming, but with the matrix he will rethink, whatis the reason: when he can't, then it will be a question that burdens him, so hemust try to bring it up, and that is a way, part of creativity. I think if studentswho don't understand technology, maybe this can make them realize, if I do this assignment, I have to be honest, I am faced with a modern system, witha plagiarism checker system, then there is a manual matrix".

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The results of interviews with students, lecturers, and postgraduate leaders show that supervision is a preventive measure that must be taken to overcome plagiarism. The interviewees agreed that laxity in supervision is one of the causes of plagiarism behavior in the preparation of tasks in the form of scientific papers of postgraduate students of PAI IAIN Pontianak class XV.

E. Less Strict Sanctions for Plagiarism Behavior

In addition to the guidebook for writing scientific papers and monitoring the behavior of plagiarism in the assignment of scientific papers of PAI postgraduate students of IAIN Pontianak that need to be a concern in the study program policy, the application of sanctions is also needed. Currently, there are no written sanctions related to plagiarism in the preparation of students' scientific work, such as the results of an interview with one of the students who stated that so far the lecturers have only given advice, but the strict inspection has not yet. So far, lecturers have only provided ways of citing and urged not to commit plagiarism. Furthermore, the postgraduate lecturer of PAI IAIN Pontianak, Mr. Dr. Ichsan Iqbal, S.E, M.M also responded regarding the sanctions for plagiarism in students' scientific work assignments. He mentioned, "It seems to be underused because I see that it is too saggy and too loose, right? It is too elastic to apply the rules regarding plagiarism. So that a lot of students commit plagiarism, without any strict sanctions".

The issue of plagiarism sanctions is still the responsibility of each lecturer. As mentioned by the Head of the Postgraduate PAI Study Program at IAIN Pontianak, Dr. Wahab, M.Ag as follows, "Yes, of course. Students who commit plagiarism receive direct sanctions from the lecturer concerned. For example, by not issuing grades and replacing assignments with new work that is not plagiarized".

The sanction for plagiarism so far is that the student's grade is not issued until the student corrects his/her work. This sanction is certainly not firm enough to prevent students from committing plagiarism. In line with this, the Secretary of IAIN Pontianak's Postgraduate PAI Study Program, Dr. Sukino, M.Ag mentioned, "Yes, actually if it has been enforced, the most appropriate sanction for plagiarism is not to be given a grade for his work in the course. That is the most definite sanction given. Yes, after that revise. But as long as it has not been declared plagiarism-free based on the standard, the grade will not be issued".

In addition to preventive measures in the form of supervision, the application of strict sanctions must be done to overcome the behavior of academic crime, namely plagiarism in the preparation of tasks in the form of scientific work. This is because the less assertive sanctions become one of the causes of plagiarism behavior of PAI postgraduate students IAIN Pontianak Class XV.

As the theory stated related to the causes of plagiarism also mostly comes from oneself. The causes of plagiarism behavior in academic activities include, among others, (1) laziness in oneself, (2) feeling stressed, (3) having confidence that one's behavior will not be discovered, (4) feeling pressured because one wants to realize high achievement, (5) difficulty finding library materials or supporting literature, and (6) the absence of a firm attitude against plagiarism behavior in the institution (Hartosujono, 2004; Hutton &French, 2006; Hartanto, 2011; Santoso, 2016).

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A Muslim should have confidence in his own abilities. Self-confidence spurs the growth of inner determination to do everything needed in life. Self-confidence is fostered in one's own beliefs, thus making a person able to face any life challenge by doing something. If the cause of plagiarism is mostly due to difficulty factors such as finding references, processing reading materials, and the absence of a guidebook or strict supervision, a Muslim should instill the concept of self-confidence. As Allah SWT says inSurah Al Imran verse 139,

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

Meaning: Do not be weak, and do not grieve, but you are the highest of people, if you arebelievers (Departemen Agama RI translation).

Humans are intelligent creatures that distinguish them from other creatures of Allah SWT. As humans were created with a perfect process by the Most Perfect, humans must have the determination and confidence that their abilities can overcome all the problems of life that certainly exist. The word of Allah SWT in Surah At-Tin verse 4,

لَقَدْ خَلَقْنَا ٱلْإِنسَٰنَ فِىٓ أَحْسَنِ تَقْوِيمٍ

Meaning: Indeed, We have created man in the best possible form (Departemen Agama RI translation).

Therefore, the causes of plagiarism that come from oneself should be overcome with determination, willpower, and self-confidence. Writing scientific papers is not easy, but itdoes not mean that taking shortcuts such as plagiarism is an option taken by creatures created by Allah Swt in the best way. Indeed, an educated and learned Muslim does not make this an excuse for plagiarism. A believing Muslim has a noble status, who must be aware and have a firm self-concept in every aspect of their daily life.

CONCLUSION

The loss of one's scientific moral awareness causes a loss of intellectual honesty so with such conditions plagiarism is not something scary to do. Plagiarism is still a scourge in the world of education in Indonesia. Especially in this study, plagiarism behavior was found in the preparation of scientific papers on postgraduate Islamic Religious Education students at the Pontianak State Islamic Institute. Based on the resultsof interviews, 5 (five) causes of plagiarism behavior that occurred in assignments in the form of scientific papers were found, namely, (1) difficulty finding references in writingscientific papers, (2) difficulty processing reading material from references, (3) no guidebook for writing scientific papers, (4) leniency in monitoring plagiarism behavior, and (5) less strict sanctions for plagiarism behavior[Ma1].

The solutions offered to overcome plagiarism behavior are, (1) Leaders of *Islamic Education study program of IAIN Pontianak Postgraduate* need to immediately arrange severe and firm written consequences so that they have a deterrent effect on plagiarists and also prevent students from committing plagiarism in writing their scientific papers, (2) Lecturer of *Islamic Education study program of IAIN Pontianak Postgraduate* need to apply strategies to detect plagiarism in each assignment in the form of scientific work carried out by students selectively. Detection strategies can be carried out manually or using a plagiarism checker application, (3) Postgraduate students need to instill high self-efficacy and learn how to cite and process references correctly so that the scientific work

they produce can be accounted for. Avoiding plagiarism is the same as abandoning evil and evil actions. Students must believe in this and try to be better in pursuing blessed knowledge, (4) Future researchers who are interested in researching the issue of plagiarism in postgraduate students can use this thesis as a reference and continue research in more depth, and (5) All postgraduates need to provide training, guidance and create guidebooks in preparing scientific work. The training agenda consists of material on easy ways to cite and process reading material from various reference sources to avoid plagiarism behavior as well as cultivating the bad mindset of plagiarism behavior from an Islamic perspective.

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