

**THE IMPACT OF TECHNOLOGY ON CHEATING AND PLAGIARISM
IN ONLINE ASSIGNMENT:
PERSPECTIVES FROM SIXTH SEMESTER STUDENTS OF ENGLISH
EDUCATION SRIWIJAYA UNIVERSITY**

A THESIS

By:

Mulia Zalmetri

Student Number: 06011381722057

English Education Study Program



**LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

PALEMBANG

2021

**THE IMPACT OF TECHNOLOGY ON CHEATING AND PLAGIARISM IN
ONLINE ASSIGNMENTS:
PERSPECTIVES FROM SIXTH-SEMESTER STUDENTS OF ENGLISH
EDUCATION SRIWIJAYA UNIVERSITY**

**Mulia Zalmetri
Student Number: 06011381722057
English Education Study Program
Language and Arts Education Department**

**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2021
Approved by**

Advisor 1



**Prof. Sofendi, M.A., Ph.D
NIP. 196009071987031002**


Advisor 2



**Hesty Wahyuni, S.Pd., M.Pd
NIP. 198609282014042001**

**Certified by,
Coordinator of English Education
Study Program**




**Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003**

**THE IMPACT OF TECHNOLOGY ON CHEATING AND PLAGIARISM
IN ONLINE ASSIGNMENTS: PERSPECTIVES FROM SIXTH-
SEMESTER STUDENTS OF ENGLISH EDUCATION SRIWIJAYA
UNIVERSITY**

Mulia Zalmetri




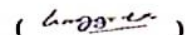
Student Number: 06011381722057

**This thesis was defended by the writer in the final program examination and
was approved the examination committee on:**

Day: Saturday

Date: June 26, 2021

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Prof.Sofendi,M.A., Ph.D. ()
2. Secretary : Hesty Wahyuni, S.Pd., M.Pd. ()
3. Member : Dr.Margaretha.Dinar Sitinjak, M.A. ()
4. Member : Lingga Agustina Suganda, S.Pd., M.Pd. ()

Palembang, June 2021

**Certified by,
Coordinator of English Education
Study Program**



Hariswan Putra Java, S.Pd., M.Pd.
NIP. 197408022002121003



DECLARATION

DECLARATION

I, the undersigned

Name : Mulia Zalmetri
Student Number : 06011381722057
StudyProgram : English Education

Certified that Thesis entitled "The Impact of Technology on Cheating and Plagiarism in Online Assignment: Perspectives from Sixth Semester Students of English Education Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, June 2021

The Undersigned,



Mulia Zalmetri

NIM.06011381722057

DEDICATION

This thesis is sincerely dedicated to:

Allah SWT who has given me the strength, and health to finish my thesis.

I also thank to half of my soul, my parents,

Nurul Ainun & Adnan

Who always give support and love to me.

Also thank you so much for my brother, Ananda Rizqy Pala

Who always protect and care to me

They gave me strength and motivation to finish my thesis

Motto:

“So, verily, with every difficulty, there is relief”

(Quran: 94:5-6)

“Everyone has their own time”

“Don’t compare your path to others”

“The struggle you are in today is developing the strength you need for tomorrow”

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to express my great-sincere gratitude to Allah SWT for blessing and strengthen me to finish this thesis. Also, this thesis would not have been possible without the inspiration, help and support from many people around me - my thanks and appreciation to all of them for being part of this journey and making this thesis possible. I would like to owe my deepest gratitude to:

1. Two wonderful advisors (Prof. Sofendi, M.A.,Ph.D) and (Hesty Wahyuni,S.Pd., M.Pd). Without their advice, support, and never-ending patience this thesis would hardly have been completed.Their guidance has been very meaningful in completing this thesis. And I want to express my gratitude to the Head of Language and Arts Education Department (Dr. Didi Suhendi, M. Hum.) and the Coordinator of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.)
2. My beloved family for their continuous love and support. I am grateful to my mother for always listen to my struggle and also my father for give me all support in financial and my brother who always accompany me. All of this journey would not have been possible if not for them, and I dedicate this to them.
3. My best friend, Rani, Fadila Ayu Safitri, Cristry Cania Putri for their support, help and give me spirit to never give up, especially towards the completion of this thesis. I would like to thank my campus friends Azzahra Nanda, Farhan Yazid, Anisa Lutfia, Krisda, Grace also my friend in same advisor Nadya, and Yustika for their frequent help and support.

4. My boyfriend, Surya Eko who accompany and help me in everything.
5. My Senior from English Education Kak Meirifa who always give me guidance, support and help in completion of this thesis.
6. 16 students who have been involved in this research. I always wish you all who are my junior in SEESPA success in the future.

Palembang, June 2021

The Researcher,



Mulia Zalmetri
Mulia Zalmetri

TABLE OF CONTENTS

DECLARATION.....	iii
DEDICATION.....	v
A.CKNOWLEDGEMENTS	vi
LIST OF TABLE AND FIGURE.....	x
LIST OF APPENDICES.....	xi
ABSTRACT.....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Questions.....	6
1.3 Research Objectives.....	6
1.4 The Significance of The Study.....	7
CHAPTER II.....	9
LITERATURE REVIEW.....	9
2.1 Perspectives.....	9
2.1.1 Factors Affecting Perspectives.....	9
2.2 Technology.....	11
2.2.1 Definition of Technology.....	11
2.2.2 Types of Technology.....	12
2.2.3 Information and Communication Technology(ICT).....	14
2.2.4 Technology in Education.....	15
2.2.5 Technology in Education as Lesarning Media.....	16
2.3 Cheating and Plagiarism.....	20
2.3.1 Definition of Cheating.....	20

2.3.2 Examples of Cheating Behavior.....	21
2.3.3 Definition of Plagiarism.....	21
2.3.4 Types of Plagiarism.....	22
2.3.5 The Factors of Plagiarism.....	24
2.3.6 The Policy of Plagiarism.....	27
2.4 Online Assignment.....	28
2.5 Previous Related Study.....	29
CHAPTER III.....	33
RESEARCH METHOD.....	33
3.1 Research Design.....	33
3.2 Subject of Research.....	33
3.3 Operational Definitions.....	35
3.4 Participants of The Study.....	36
3.5 Technique of Data Collection.....	37
3.5.1 Observation.....	38
3.5.2 Interview.....	39
3.5.3 Documentation.....	39
3.6 Technique for Analyzing the Data.....	40
3.7 Technique of Data Verification.....	41
CHAPTER IV.....	43
FINDINGS AND DISCUSSIONS.....	43
Findings.....	43
Discussions.....	98
4.1 The Students' Perspectives on the Impact of Technology on Cheating and Plagiarism in Doing Online Assignments.....	98

4.2 The Ways of The Sixth Semester Students of English Education Sriwijaya University Avoid Cheating and Plagiarism in Doing Online Assignment.....	100
CHAPTER V.....	105
CONCLUSIONS AND SUGGESTIONS.....	105
5.1 Conclusions.....	105
5.2 Suggestions.....	106
REFERENCES.....	107
APPENDICES.....	123

LIST OF TABLE AND FIGURE

<u>Table 1</u>	23
<u>Table 2</u>	47
<u>Table 3</u>	48
<u>Figure 1</u>	52

LIST OF APPENDICES

APPENDIX A	Interview Guide
APPENDIX B	List of Respondents
APPENDIX C	Interviews Transcript
APPENDIX D	Thesis Consultation Card
APPENDIX E	Letter of Appointment of Thesis Advisor
APPENDIX F	Letter of Approval of Research Title
APPENDIX G	Research Permission from FKIP Universitas Sriwijaya
APPENDIX H	Documentation

**THE IMPACT OF TECHNOLOGY ON CHEATING AND
PLAGIARISM IN ONLINE ASSIGNMENTS: PERSPECTIVES
FROM SIXTH SEMESTER STUDENTS OF ENGLISH
EDUCATION SRIWIJAYA UNIVERSITY**

ABSTRACT

Technological sophistication has a great influence on the world of education, both positive and negative. One of the negative aspects of using technology for education is its potential to facilitate students in cheating and plagiarism. On the other hand, it provides an opportunity for academic staff to control cheating and plagiarism, especially in doing online assignments due to Covid-19 pandemic era. These opportunities have not been researched enough and the contexts in which technology is able to make cheating and plagiarism happen have not been clearly determined. This study examined about the impact of technology on cheating and plagiarism from the perspective of sixth semester students of English Education from Sriwijaya University related to both aspects of facilitation and prevention/control of such behavior. The data were collected through an interview, observation and documentation. There were 16 students who participated in this research. Since this research explored the students' perception and way(s) to prevent which coming from the students' experiences during Covid-19 pandemic, descriptive research by using qualitative techniques was considered as an appropriate approach as a type of research. The results revealed that the technology affects the opportunities for students do cheating and plagiarism when doing online assignments. Way(s) and solutions for dealing with cheating and plagiarism proposed by the respondents also appeared to provide fresh new ideas in of cheating and plagiarism issues in education, especially in higher education.

Keywords: *Technology, Cheating, Plagiarism, Online Assignments*

CHAPTER I

INTRODUCTION

This chapter presents : (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

1.1 Background of the Study

Technological developments in globalization era open a wide range of alternative choices to gain benefits for people's life (Forcier, 1996). It becomes the reason why people are indirectly forced to use and follow these recent technologies (Social Media, Online Applications, and Search Engine). The development of sophisticated technology is also supported by the internet, which plays a crucial world in today's technology and society (Luppicini, 2010). Results of surveys conducted by APJII (Asosiasi Pengguna Jasa Internet Indonesia) in 2018 as many as 171.17 million people out of 264.16 million Indonesians used the internet, whereas in 2019 the results of the APJII survey explained that there was an 8.9% increase in internet users from 171.17 million people to 196.71 million people in Indonesia. The growth in the use of the internet was also followed by an increase in computer ownership by 62.41% and the use of mobile phones by 20.05% (Telecommunication Statistics Indonesia, 2018).

A research carried out by the Indonesian Ministry of Communication and Information funded by UNICEF in 2014 shows that children and adolescents have three main motivations for accessing the technology (internet and computer): to seek information, to entertain, and to connect with friends. Information seeking is often driven by school assignments, while the use of social media and entertainment content is driven by personal needs. Internet, computer, notebook, and PC that contain applications are often used as tools in education to find information.

Technology is the key to today's empowerment and it is the best foundation of education (Ezziane: 2007). It emphasizes that technology has an important role

in education (Ezziane: 2007). Students often use technology to get learning materials through e-resources such as e-books and e-journals. A survey conducted by Ismail and Zainab (2005) found that students used e-books mainly for writing assignments/research projects (54.3%), reference (30.9%), leisure reading (6.2%), and browsing (3.7%). Moreover, Verma et al. (2009) reveal that most of the students used e-journals for assignments/research projects.

However, the ease of access to information through technology using the internet also has a negative impact. A study by Kubey, Lavin, and Barrows (2001) presents data from a survey of 572 students at a large public university in the United States (Rutgers University) found a significant percentage of students in the academically impaired subgroup reported that their Internet use had kept them up late at night, they sometimes felt tired the next day and that they missed class due to the internet use.

The current modern human lives in society, which is surrounded by information accidentally is influenced by various sources of information (Edmunds & Morris, 2000). The large volume of information, especially on the Internet, has made access of people to more information easier, which may lead to confusion and sometimes even prevent access to the required information (Polyviou, 2007). Information overloads making people lose their long-term memory and preventing them from creative thinking (Carr, 2010). Therefore, it can reduce student creativity in doing assignments (Carr, 2010).

In these unprecedented times, the world has braced itself for the pandemic of corona-virus disease 2019 (COVID-19) caused by the novel virus SARS-CoV-2 (World Health Organization, 2020). This has been recognized by the United Nations Education, Scientific, and Cultural Organization (UNESCO), that the corona-virus outbreak has impacted the education sector (UNESCO, 2020). Nearly 300 million students interrupted their school activities around the world and threatened their future education rights (Handoyo, 2020). Referring to The Ministry of Education and Culture's circular letter No. 3 of 2020 on the prevention of COVID-19 on the education unit and the number 36962/MPK A/HK/2020, the teaching and learning activities are conducted online to prevent the spread of corona-virus disease (The Ministry of Education and Culture of Indonesia, 2020).

Online learning is the best solution during this pandemic Covid-19 situation (Pravat, 2020). Online learning is defined as a learning experience in synchronous or asynchronous environments using different devices (e.g. mobile phones, laptops) with Internet access. Luthra and Mackenzie (2020) state that through the pandemic era technology play a key role in educating future generations. During online learning, students and lecturers are asked to conduct learning activities using technology such as video conferencing applications, e-mail, and online social media (Kurniasih et al., 2018). Stem (2019) clarified that online learning is the education that takes place over the internet. Internet serves the opportunity of virtual classrooms which is a web-based environment that allows students to participate in a class without the need to travel. Using these environments, students can learn and interact with the teachers and other students from anywhere and anytime (Singh and Thurman 2019).

Various media can be used to support online learning, for example, online learning using Google Classroom, Edmodo, Schoology, Zoom, and many more (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016). A survey of 190 students in English Language Education Department Islamic University of Indonesia conducted by Annita Muslimah in 2018 shows that Google Classroom is useful in teaching and learning process. They also felt satisfied with Google Classroom. Teachers can make an online classroom, invite students to the class then distribute the assignments. Inside the Google Classroom, students and teachers can have discussions about the assignments and teachers can track the student's progress (Vangie, 2020).

Assignments are a component of the students' assessment. Regarding the function of assessment, students try to be able to complete all the tasks assigned to them to get a satisfactory score at the end of the lecture. Various methods are used by students to be able to complete the assignment, one of which is by copying and pasting, which is cheating from one of their colleagues or friends. Copy-paste or cheating itself is part of plagiarism (Bondang, 2015). Another problem is sometimes students find it difficult because many of the assignments sent by the teacher have close deadlines. Sprajc et al (2017) found out that too many assignments given by teachers within a short time frame push students to

plagiarize. Plagiarism has been a frequent case for a long time even before the technology developed today. However, the advance of technology goes along with the increase of cases of plagiarism that occur. The ease of copying and pasting the internet information sources provides an overall rise in plagiarism and cheating for traditional and online students alike (Stevens, Young, & Calabrese, 2007).

In the world of education, plagiarism is closely related to the integrity of the academic community. The thinking acuity of a student is gradually sharpened to become a graduate who is highly moral, honest, independent, knowledgeable, and full of self-confidence through a long learning process. While in education, each student undergoes a process of intellectual and psychological transformation, after completion they become wiser, smarter, and smarter so that they can become a successor of the nation that advances the country. The foundation of education is ethics and integrity (Ramzan, 2011). Plagiarism makes someone lazy to think and afraid to take responsibility in facing new challenges. The tendency to seek convenience by taking other people's work and acknowledging it as a personal work makes morals fade.

Larkham (2002) and Culwin (2001) define plagiarism as the use of the author's words, thoughts, ideas and reflections, without appropriate acknowledgment of the source. Park (2003) also states that plagiarism often refers to the act of using another author's words and ideas and assuming them as their own, without recognizing the source of the original author appropriately. Besides, Cheater is someone who can accept or carry out activities copy or copy other people's work during the test or use records that are not allowed or assist someone in cheating when the test or when the exam is in progress (Anderman and Murdock, 2007). Therefore, Cheating is "any deceitful or fraudulent attempt to evade rules, standards, practices, customs, mores, and norms to gain an unfair advantage or to protect someone who has done so" (Jones, 2011).

A lot of research papers have recognized a host of factors such as gender, social interaction, self-efficacy, motivation for study, or gain easy access to material via the internet and also new technologies, as reasons that encourage plagiarism and cheating (McCabe et al., 2001; Gerdeman, 2000; Ramzan et al. 2012). Furthermore, it is necessary to remember that, in the current day and age,

information is easily accessed through new technologies. Besides, as Koul et al (2009) have revealed, the belief that we as people have bigger ownership of information than we have paid for may influence attitudes towards plagiarism. Many other authors (Jereb et al., 2018; Dias, 2004; Ramzan et al., 2012; Voelker et al., 2012) have also stated that the internet has magnified the potential for plagiarism since information is handily accessed using new technologies. Indeed, the internet allows easy access to an enormous amount of knowledge and learning materials. A survey of research conducted by Sprajc et al (2017) was carried out among 17 faculties of the University of Maribor in Slovenia. The findings of this research show that ICT and Web reasons were detected as dominating reasons for plagiarism. Research conducted by Williamson (2007) presents data from four Australian schools and was undertaken during 2006 as part of a wider project concerned with using information creatively and effectively to minimize plagiarism. The results found that the internet is the preferred media to be used as a reference source that leads to plagiarism because of the ease and speed of access, as well as updated information. This serves as an opportunity for students to simply cut, paste, download, and plagiarize information (Galus, 2002). Unlimited online resources without any control enable a flood of information, which is also constantly updated. It gives students ease of access to both digital information and sophisticated digital technologies. Chang et al. (2015) have noted that students may be more likely to ignore academic attitudes and to engage in plagiarism and cheating than would otherwise be the case.

Plagiarism is not only carried out by students in Junior High School and Senior High School but also among students in university who cannot be separated from plagiarism (Chao et al, 2009). There are several cases of plagiarism among students in Indonesia. First, the research conducted by Prasetiono et al. (2010) focused on the relationship between technology and the phenomenon of plagiarism among students from six universities in Pekalongan, Central Java. The results of the checklist recapitulation of 94 students (respondents) obtained data that respondents have a strong tendency to behave in plagiarism, namely 78 respondents (82.98%) and a tendency for weak plagiarism behavior as many as 16 respondents (17.02%). Second, the results of the questionnaire analysis at the

University Muhammadiyah Surakarta conducted by Pradiansyah(2014) found that eighteen students of the Muhammadiyah University of Surakarta had committed plagiarism and eleven students among them considered plagiarism as an act commonly done by students. Third, Research conducted by Mariyani et al. (2016) on students at FKIP Sriwijaya University, revealed that out of 50 respondents, 30 people (60%) said that they had committed plagiarism towards scientific papers.

From the previous studies on cases of plagiarism that occur among students at universities in Indonesia, the researcher wants to find out what students of sixth-semester students of English Education Sriwijaya University think about the impact of technology on cheating and plagiarism in doing online assignments. The researcher chooses sixth-semester students because they already understand very well the use of technology in doing online assignments. It is because they often use technology to do their online assignments. Researcher also wants to know how to avoid plagiarism and cheating from the perspective of sixth-semester students of English Education Sriwijaya University. The researcher expects that this research can introduce new insight about cheating and plagiarism because there is rarely any research that discusses the impact of technology on cheating and plagiarism in doing online assignments.

1.2 Research Questions

This study attempts to answer the following two research questions:

1. What are sixth-semester students' perspectives of English Education Study Program, Sriwijaya University towards the impacts of technology on cheating and plagiarism in doing their online assignments?
2. How do the sixth-semester students of English Education Study Program, Sriwijaya University avoid cheating and plagiarism in doing their online assignments?

1.3 Research Objectives

The objectives of this research are to find out:

- a. The perspectives of sixth-semester students of English Education Study

Program, Sriwijaya University towards the impacts of technology on cheating and plagiarism in doing their online assignments, and

- b. The way(s) of the sixth-semester students of English Education Study Program, Sriwijaya University avoid cheating and plagiarism in doing their online assignments

1.4 The Significance of the Study

The research was carried out in order to provide several contributions to the lecturers and students. . Researchers explain some of the advantages of the study taken and used for the future researchers. The findings of this study are hoped to make a positive contribution to:

1.4.1 The Lecturers

This research can provide useful information to lecturers about students' perspectives about the impact of technology on cheating and plagiarism in online assignment. This research provides a deeper description about cheating and plagiarism, factors that influence students to do plagiarism, how to preventing plagiarism, and give solutions for lecturers. It is hoped that this research can provide some useful suggestions for lecturers in avoiding cheating and plagiarism.

1.4.2 The Students

After the researcher was getting the research findings, it was hoped the student is really aware of the use of technology, also aware in cheating and plagiarism phenomena in doing online assignment, and based on their perspectives they can avoid and prevent cheating and plagiarism. The researcher hopes that this research gives students with knowledge and understanding of what plagiarism acts occur in online assignments.

1.4.3 The Future Researchers

The results of this study could be used to determine factors affecting students to do plagiarism and how to solve it. The researcher also expected that the research can stimulate future researchers to explore more about plagiarism to find the best solutions and ways to avoid it.

REFERENCES

- Adams, A & Brindley, S. (2007). *Teaching Secondary English with ICT*. New York: Open University Press.
- Ali, W., Ismail, H., & Cheat, T. (2012). Plagiarism: To what extent it is understood? *Procedia- Social and Behavioral Sciences*, 59, 604-611.
- Anderman, E. M., & Murdock, T. B. (2007). *Psychology of Academic Cheating*. London: Academic Press, Inc.
- Ariani, R. C. (2011). Opini mahasiswa fakultas ilmu sosial dan ilmu politik Universitas Sirlangga terhadap plagiarisme. *Jurnal Sosial dan Politik*.
- Arsyad, A. (2011). *Media pembelajaran*.
- Asdaque, M. M., Khan, M. N., & Rizvi, S. A. A. (2010). Effect of Internet on the academic performance and social life of university students in Pakistan. *Journal of Education and sociology*, 4(3), 21-27.
- Asosiasi Penyelenggara Jasa Internet Indonesia (APJII). *Laporan Survei Penetrasi & Profil Pelaku Pengguna Internet Indonesia Th 2018, Edisi 23- April 2018*.
- Asosiasi Penyelenggara Jasa Internet Indonesia. (2019). *Penetrasi & Profil Perilaku Pengguna Internet Indonesia*. Jakarta: Asosiasi Penyelenggara Jasa Internet Indonesia (APJII).
- Asmani, J. M. (2011). *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*. Yogyakarta: Diva press.
- Assar, S., Amrani, E.R., & Watson, T.R. (2010). *ICT and Education: A Critical Role in Human and Social Development, Information Technology for Development*. 16(3), p.151-158.
- Aw, S. (2010). *Komunikasi sosial budaya*. Graha Ilmu.
- Bill Marsh (2007). *Cheating behavior in written exercise*. USA: state university of New York Press, 2007.

- Beal, V. (2017). Google Classroom. Retrieved from *Webopedia*: <http://www.webopedia.com/TERM/G/google-classroom.html>
- Bondang, T. (2015). *Buku Panduan Tugas Akhir Teknik Informatika STITEK*. Bontang.
- Bouroumi, A., & Fajr, R. (2014). Collaborative and cooperative e-learning in higher education in Morocco: A case study. *International Journal of Emerging Technologies in Learning*, 9(1).
- Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*.
- Capra. (2004). 7 Informasi Pengertian Teknologi Menurut Para Ahli, Kandunk, <http://www.aingindra.com>, 21 Mei 2014.
- Carr, N. (2010). *The shallows: How the internet is changing the way we think, read and remember*. Atlantic Books Ltd.
- Cizek, Detecting and preventing classroom cheating: promoting integrity in assessment. *Thou-sand Oaks, CA: Corwin Press*. 2003, h. 42.
- Chang, S. S. (2002). The problem of plagiarism: A guide for students and educators of theology. *Education*, 49(9), 44.
- Chang, C. M., Chen, Y. L., Huang, Y. Y., & Chou, C. (2015). Why do they become potential cyber-plagiarizers? Exploring the alternative thinking of copy-and-paste youth in Taiwan. *Computers & Education*, 87, 357-367.
- Chao, C. A., Wilhelm, W. J., & Neureuther, B. D. (2009). A study of electronic detection and pedagogical approaches for reducing plagiarism. *Delta Pi Epsilon Journal*, 51(1).
- Charon, J. M. (2010). *Symbolic interactionism: An introduction, an interpretation, an integration*. Pearson College Division.

- Clements, D. H., & Sarama, J. (2003). Strip mining for gold; research and policy in educational technology-a response to fool's gold. *Educational Technology Review*, 11(1), 7-69
- Creswell, J. W. (2009). *Designing a qualitative study: Qualitative, quantitative and mixed methods approaches* (3rd ed). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2012). *Educational research*. Boston: Pearson Education, Inc.
- Culwin, F., & Lancaster, T. (2001). Plagiarism issues for higher education. *Vine*.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*[5th edn]. London: Routledge Falmer. Teaching in higher education, 41, 21.
- Darwish, S. A., & Sadeqi, A. A. (2016). Reasons for college students to plagiarize in EFL writing: Students' motivation to pass. *International Education Studies*, 9(9).
- Davis, S. F., Drinan, P. F., & Bertram, G. T. (2009). *Cheating in school: What we know and what we can do*. Chichester, U.K: Wiley-Blackwell
- Diahtantri, I. R. (2019). *Praktek Plagiarisme Dalam Pemanfaatan Informasi Melalui Internet di Kalangan Siswa SMA. Doctoral Dissertation*. Universitas Airlangga.
- Dias, P. C., & Bastos, A. S. C. (2014). Plagiarism phenomenon in European countries: Results from GENIUS project. *Procedia-Social and Behavioral Sciences*, 116, 2526-2531.
- Dudenev, G., Hockly, N., Sharma, P., & Barrett, B. (2008). *How to Teach English with Technology Blended Learning*.
- Doyle, S. (2007). Member checking with older women: A framework for negotiating meaning. *Health care for women international*, 28(10), 888-908.

- Eady, M. J., & Lockyer, L. (2013). *Tools for learning: technology and teaching strategies: Learning to teach in the primary school*. Queensland University of Technology, Australia. pp. 71-89
- Ednadita, G., Octavia, S., Khairunnisa, F. S., Rodhiyah, I., & Hendraputra, D. (2020). Effects of Self-Control on Cheating Among Indonesian College Students. *Indonesian Psychological Research*, 2(2), 87-95.
- Edmunds, Angela and Morris, Anne (2000) “the problem of Information Overload in business organizations: a review of the literature”. *International Journal of Information Management* (20) p. 17-28.
- Enriquez, M. A. S. (2014, March). Students’ Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning. In *DLSU Research Congress* (pp. 1-6).
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Ezziane, Z. (2007). Information technology literacy: Implications on teaching and learning. *Educational Technology & Society*, 10(3), 175-191.
- Farr, F & Murray, L, et al. 2016. *The Routledge Handbook of Language Learning and Technologies*. New York: Routledge.
- Forcier, C. Richard. (1996). “*The Computer as a Productivity Tool in Education*”. Prentice-Hall, Inc. A Simon & Schuster Company in United States of America.
- Flick, U. (2006). *An introduction to qualitative research* . SAGE Publications.
- Gayatri, G., Rusadi, U., Meiningsih, S., Mahmudah, D., Sari, D., Kautsarina, K., & Nugroho, A. C. *Digital Citizenship Safety among Children and Adolescents in Indonesia Perlindungan Pengguna Media Digital di Kalangan Anak dan Remaja di Indonesia*.

- Galus P. (2002). Detecting and preventing plagiarism. *The Science Teacher*. 2002; 69(8): 35–37.
- Gibson, (1995). *Organisasi dan manajemen: perilaku, struktur, dan proses*. Jakarta: Erlangga.
- Guillemard, M. (2015). Finding free journal articles online. Retrieved June 28, 2018, from *Health Writer Hub*: <https://www.healthwriterhub.com/free-journal-articles/>
- Gerdeman RD. (2000) *Academic dishonesty and the community college*, ERIC Digest.
- Greene, A., & Saxe, L. (1992). Everybody (else) does it: Academic cheating. Paper presented at *the annual meeting of the Eastern Psychological Association*, Boston, MA.
- Grijalva , Nowell, & Kervelivt (2006). Academic honesty and online courses. *College Student journal*, 40(1), 180-185.
- Harmer, J. (2007). *The practice of English language teaching*. England: Pearson. www.worldcat.org/title/practice-of-english-language-teaching/oclc/149005881
- Harvey, G. (2008). *Writing with sources: a guide for harvard students (2nded)*. Indianapolis, IN: Hackett.
- Handoyo. (2020). UNESCO: Wabah virus corona ancam pendidikan 300 juta siswa. <https://internasional.kontan.co.id/news/unesco-wabah-virus-corona-Volume-3-Number-2-March-2020-105-ancam-pendidikan-300-juta-siswa>.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Suny Press.
- Hidayat, Rudi, Juhana, Nana and Suryana, Deden. (2006). *Teknologi Informasi dan Komunikasi Jilid I untuk SMA Kelas X*. Jakarta: Erlangga.

- Hemp, P. (2009). *Death by information overload*. Harvard business review, 87(9), 82-9.
- Hussein, N., Rahman, N. A. A., Rusdi, S. D., Omar, M. K., & Abd Aziz, Z. Z. (2018). Factors that Influence Self-Perceived Academic Cheating: An Empirical Evidence of Business Students. *International Journal of Academic Research in Business and Social Sciences*, 8(11).
- Iftakhar, S. (2016). Google classroom: what works and how. *Journal of Education and Social Sciences*, 3(1), 12- 18.
- Ison, D. C. (2015). The influence of the Internet on plagiarism among doctoral dissertations: An empirical study. *Journal of Academic Ethics*. 13(2), 151-166.
- Ismail, Roesnita, and Zainab A. N. (2005). "The pattern of e-book use amongst undergraduates in Malaysia: A case of to know is to use." *Malaysian Journal of Library and Information Science*. 10(2):1-24
- İŞMAN, A. (2012). Technology and technique: An educational perspective. *TOJET: The Turkish Online Journal of Educational Technology*. 11(2), 207-213.
- Iyer, R., & Eastman, J. K. (2006). Academic Dishonesty: Are Business Students Different From Other College Students? *Journal of Education for Business*. 82(2), 101-110.
- James, N., & Busher, H. (2009). Epistemological dimensions in qualitative research: The construction of knowledge online. *SAGE Internet Research Methods*. 5-18.
- Jereb, E., Perc, M., Lämmlein, B., Jerebic, J., Urh, M., Podbregar, I., & Šprajc, P. (2018). Factors influencing plagiarism in higher education: A comparison of German and Slovene students.

- Jupri, A.F. (2011). *Ensiklopedia Teknologi, Informasi dan Komunikasi. (edisi ke2)*. Jakarta: PT. Wadah Ilmu.
- Jones, L.R. (2011). Academic Integrity & Academic Dishonesty:A Handbook About Cheating & Plagiarism. Retrieved from <http://www.fit.edu/current/documents/plagiarism.pdf>).
- JNT Association (2007). Introduction to Video Conferencing. <http://www.ja.net/vtas>
- Karami, M., & Danaei, G. H. (2016). A brief review of plagiarism in *medical scientific research papers*. *Pharmaceutical and Biomedical Research*, 2(2), 1-8.
- Katsampozaki-Hodgetts, K. (2015). Academic English section 9: Paraphrasing techniques. University of Crete.
- Khan, M., Hossain, S., Hasan, M., & Clement, C. K. (2012). Barriers to the introduction of ICT into education in developing countries: The example of Bangladesh. *Online Submission*, 5(2), 61-80.
- Kubey, R. W., Lavin, M. J., & Barrows, J. R. (2001). Internet use and collegiate academic performance decrements: Early findings. *Journal of communication*. 51(2), 366-382.
- Kurniasih, N., Rhefhansha, R. F., Wajdi, M. B. N., Haluti, A., Sari, D. A. P., Manurung, R. T., & Mudjanarko, S. W. (2018). Internet and learning resources: a case study of the Library and Information Science Students at Universitas Padjadjaran. *Journal of Physics: Conference Series*. 1114(1), 12086.
- Koch, A. (2012). Writing well - Paraphrasing. Student Learning Advisory Service.
- Koul, R., Clariana, R. B., Jitgarun, K., & Songsriwittaya, A. (2009). The influence of achievement goal orientation on plagiarism. *Learning and Individual Differences*, 19(4), 506-512.

- Kemendikbud. (2020). Kementerian Pendidikan dan Kebudayaan » Republik Indonesia. <https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbudpencegahan-dan-penanganan-corona-virus-disease-covid19-di-kemendikbud>
- Larkham, P. J., & Manns, S. (2002). Plagiarism and its treatment in higher education. *Journal of Further and Higher Education*. 26(4), 339-349.
- Larsen- Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford: OUP
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*. 16(4), 255-256.
- Li-Hua, Richard. (2009). Definitions of Technology. In *A Companion to the Philosophy of Technology*. Edited by Jan Kyrre Berg Olsen, Stig Andur Pedersen and Vincent F. Hendricks. Chichester: Wiley-Blackwell, pp. 18–22.
- Lipka, S. (2009, April). Colleges sharpen tactics for resolving academic-integrity cases. *The Chronicle of Higher Education*. 55(31), A20.
- Liu, A. N. A. M. M., & Ilyas, I. (2020). Pengaruh Pembelajaran Online Berbasis Zoom Cloud Meeting Terhadap Hasil Belajar Mahasiswa Fisika Universitas Flores. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, 6(1), 34-38.
- Luthra, & Mackenzie. (2020). 4 Ways Covid-19 Could Change How We Educate Future Generations. Retrieved from <http://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations>.
- Luppicini, R. (2010). *Technoethics and the evolving knowledge society*. Hershey, PA: IGI Global. doi:10.4018/978-1-60566-952-6

- Manalu, M. H. (2013). *Students' perception on plagiarism*. *Passage*, 1(2), 71-80.
- Margono, S. 2007. *Metode Penelitian Pendidikan Komponen MKDK*. Jakarta: PT Rineka Cipta
- Mariyani, M., Chotimah, U., & Waluyati, S. A. (2016). Persepsi Mahasiswa Tentang Upaya Pencegahan dan Penanggulangan Plagiarisme Sesuai Dengan Permendiknas No 17 Tahun 2010 Di Fkip Universitas Sriwijaya. *Doctoral dissertation*. Sriwijaya University.
- Martono, N. (2010). *Metode Penelitian Kuantitatif*. Jakarta: Rajawali Pers.
- Mastoni, M., & Rahmawati, R. (2019, March). Desain Pembelajaran Bahasa Inggris Melalui Google Classroom. In *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang* (Vol. 12, No. 01).
- McCabe DL, Trevino LK, Butterfield KD. (2001). Cheating in academic institutions: A decade of research. *Ethics & Behavior*. 1(3): 219–232.
- McCabe, D. L., Butterfield, K. D., & Trevino, L. K. (2006). Academic Dishonesty in Graduate Business Programs: Prevalence, Causes, and Proposed Action.
- McCabe, D. (2009). Academic dishonesty in nursing schools: An empirical investigation. *Journal of Nursing Education*. 48(11), 614-23.
- Miller, H. J. (2005). Necessary space—time conditions for human interaction. *Environment and Planning B: Planning and Design*. 32(3), 381-401.
- Miles, B. Mathew and Michel Huberman. (1992). *Qualitative of DataAnalysis*. Jakarta: UIP.
- Murtaza, G., Zafar, S., Bashir, I., & Hussain, I. (2013). Evaluation of student's perception and behavior towards plagiarism in pakistani universities. *Acta Biotheica*, 19(1), 125-130.
- Nagele, N. (2017). Udemy. Retrieved November 7, 2017, from *Udemy.com*: <https://www.udemy.com/googleclassroom/>

- Ningrum, S. B. A. (2012). *Using Internet Resources in Teaching English to Young Learners. Volume 4*. Lingua Scientia: STAIN Tulungagung
- Nursalam, N., Bani, S., & Munirah, M. (2013). Bentuk kecurangan akademik (academic cheating) mahasiswa PGMI fakultas tarbiyah dan keguruan Uin Alauddin Makassar. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah DanKeguruan*.16(2), 127-138.
- Park, C. (2003). In other (people's) words: Plagiarism by university students-- literature and lessons. *Assessment & evaluation in higher education*. 28(5), 471-488.
- Pitler, H., Hubbell, E. R., & Kuhn, M. (2012). Using technology with classroom instruction that works. *Ascd*.
- Permana, I. G., & Santosa, M. H. (2018). EFL students' perception on plagiarism. In C. I. Rumimpunu, D. Setiawan, I. S. Tehuayo, M. Patricia, N. KristivaUtomo, & N. E. Alamsyah (Ed.).*Language in the Online & Offline World 6: The Fortitude* (pp. 128- 133). Surabaya: Petra Press.
- Peytcheva-Forsyth, R., Aleksieva, L., & Yovkova, B. (2018, December). The impact of technology on cheating and plagiarism in the assessment--The teachers' and students' perspectives. In *AIP conference proceedings* (Vol. 2048, No. 1, p. 020037). AIP Publishing LLC.
- Polyviou, Zachos. A and Evans, Zachos. A (2007) *The Information Society: advantages and disadvantages*. Nicosia: Cyprus, Aberystwyth: University of Wales.
- Pradiansyah, A. (2014). *Makna Plagiarisme Bagi Mahasiswa Universitas Muhammadiyah Surakarta*.
- Pranajaya, P. (2017). Analisis dan Pencegahan Plagiarisme di Kalangan Mahasiswa: Studi Kasus di Fakultas Teknologi Informasi Universitas YARSI. *Proceeding SENDI_U*.

- Prasetiono, Joko et.al., 2010. 10 Hubungan antara Dampak Teknopoli dengan Kecenderungan Plagiarisme di Kalangan Mahasiswa. *Jurnal.stmik.wp.ac.id/*.
- Pratama, M. A. Peran pustakawan UIN Jakarta terhadap implementasi turnitin dalam mencegah plagiarisme. *Bachelor's thesis*. Jakarta: Fakultas Adab dan Humaniora UIN Syarif Hidayatullah.
- Pravat Ku. Jena 2020b. Online learning during lockdown period for covid-19 in India. *International Journal of Educational Research*. Volume-9, Issue-5(8), Pg.82-92.
- Prihantini, F. N., & Indudewi, D. (2017). Kesadaran dan Perilaku Plagiarisme dikalangan Mahasiswa (Studi pada Mahasiswa Fakultas Ekonomi Jurusan Akuntansi Universitas Semarang). *Jurnal Dinamika Sosial Budaya*. 18(1), 68-75.
- Ramzan M, Munir MA, Siddique N, Asif M. (2012). Awareness about plagiarism amongst university students in Pakistan. *High Education*. 64: 73–84.
- Raharjo, *Media pendidikan dalam Yusuf Hadimiarso, Teknologi Komunikasi Pendidikan* (Jakarta:Rajawali), page 46-47.
- Rahmat, Jalaluddin. (2007). *Psikologi Agama*. Jakarta: PT Raja Grafindo Persada.
- Razera De Azevedo, D. (2011). *Awareness, Attitude and Perception of Plagiarism among Students and Teachers at Stockholm University*.
- Robert, T. S. (2008). Student plagiarism in an online world: An introduction. In Robert, T.S. (Ed), *Student plagiarism in an online world: Problems and solutions* (pp. 1-9). Queensland, Australia: Idea Group Reference.
- Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior (Vol. 4)*. New Jersey: Pearson Education.

- Roscoe, R. D. (2014). Self-monitoring and knowledge- building in learning by teaching. *Instructional Science: An International Journal of the Learning Sciences*. 42(3), 327-351.
- Salija, K., Hidayat, R., & Patak, A. A. (2016). Mendeley impact on scientific writing: Thematic analysis. *International Journal on Advanced Science Engineering Information Technology*. 6(5).
- Santosa, M. H. (2017). Learning approaches of Indonesian EFL gen Z students in a flipped learning context. *Journal on English as a Foreign Language*, 7(2).
- Santosa, M. H., Paramartha, A. G. Y., & Absari, R. M. (2019). Indonesian English University Students' Perception on Plagiarism in an Online World. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*. 100-114.
- Sastroasmoro, S. (2007). Beberapa Catatan tentang Plagiarisme. *Majalah Kedokteran Indonesia*, 57(8), 239-244.
- Sayed, N., & Lento, C. (2015). The impact of technology on academic dishonesty: Perspectives from accounting faculty. Available at SSRN 2655615.
- Sicat, A. S. (2015). Enhancing college students' proficiency in business writing via schoology. *International Journal of Education and Research*. 3(1), 159-178.
- Siregar, S. B. (2019). Tingkat Plagiarisme pada Kertas Karya Mahasiswa Jurusan D-3 Perpustakaan Lulusan Tahun 2017 Menggunakan Perangkat Lunak Turnitin di Universitas Sumatera Utara.
- Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*. 33(4), 289-306. <https://doi.org/10.1080/08923647.2019.1663082>.

- Sugiyono. (2008). *Metode penelitian pendidikan:(pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta.
- Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik*,(Jakarta: Rineka cipta,2006),p.223
- Sumitro. Djyohadikusumo. (1994).*Perkembangan Pemikiran Ekonomi*. Cetakan pertama. penerbit PT. Pustaka LP3ES, Jakarta.
- Sutton, E. M. (1991). Undergraduate student perceptions of academic dishonesty as a function of ethnicity and religious participation. *Doctoral dissertation*. Iowa State University,1991). *Dissertation Abstracts International*, 52(11A), 3839.
- Suyanto, & Jihad, A. (2009). *Betapa mudah menulis karya ilmiah*. Yogyakarta: Penerbit Eduka.
- Soelistyo, Hendry, (2011). *PLAGIARISME: Pelanggaran hak cipta dan etika*. Yogyakarta. *Kanisius*.
- So, S. (2016). Mobile instant messaging support for teaching and learning in higher education. *The Internet and Higher Education*. 31, 32-42.
- Sons, W.C. (2012). *Collins English Dictionary*. USA: Digital Edition.
- Shaleh, A. R. & Wahab, A. W. (2004). *Psikologi: suatu pengantar psikologi dalam perspektif islam*. Jakarta: Prenada Media Group
- Sharma, R., Mithas, S., & Kankanhalli, A. (2014). Transforming decision-making processes: a research agenda for understanding the impact of business analytics on organisations. *European Journal of Information Systems*. 23(4), 433-441.
- Smaldino, S. E., Lowther, D. L., Russell, J. D., & Mims, C. (2008). *Instructional technology and media for learning*.

- Smith, M., Noorlaila Ghazali, & Siti Fatimah Noor Minhad (2007). Attitudes towards plagiarism among undergraduate accounting students Malaysian evidence. *Asian Review of Accounting*. 15(2), 122-146.
- Šprajc, P., Urh, M., Jerebic, J., Trivan, D., & Jereb, E. (2017). Reasons for plagiarism in higher education. *Organizacija*. 50(1), 33-45.
- Statistics Indonesia. (2018). *Statistik Telekomunikasi Indonesia*. BPS: Jakarta.
<https://www.bps.go.id/publication/2019/12/02/6799f23db22e9bdcf52c8e03/statistik-telekomunikasi-indonesia-2018.html>
- Stem, J. (2019). Introduction to Online Teaching and Learning. Retrieved from <http://www.edu/online/documents/otl.pdf>.
- Stevens, J.M, Young, M.F. & Calabrese, T. (2007). Does moral judgment go offline when students are online? A comparative analysis of undergraduates' beliefs and behaviors related to conventional and digital cheating. *Ethics and Behavior*. 17(3), 233-254.
- Syafaat (2020). The Students' Perception of Use E-learning for English Teaching at State Islamic Senior High School (MAN) 1 Polewali Mandar. Retrieved from <http://repo.iain-tulungagung.ac.id/id/eprint/17555>
- UNESCO. (2020). Events canceled/postponed – Coronavirus Outbreak. 2020.
<https://en.unesco.org/events/events-canceledpostponed-coronavirusoutbreak>
- Undang-Undang RI Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional
- Verma, Shilpi, Tanushree Bhatnagar, K. L. Mahawar, and Roheet Bhatnagar. 2009. "Use of electronic resources in the library of Sikkim Manipal Institute of Technology (SMIT), Sikkim: A study." In *International Conference on Academic Libraries*, Delhi, Indian, October 5-8 2009,

Delhi University Library System, University of Delhi (North Campus)
Delhi, 660-663.

Voelker, T. A., Love, L. G., & Pentina, I. (2012). Plagiarism: What don't they know?. *Journal of Education for Business*. 87(1), 36-41.

Volti R. 2009. *Society and Technological Change, 7th ed.* New York: Worth Publishers.

Williamson, K., McGregor, J., Archibald, A., & Sullivan, J. (2007). Information Seeking and Use by Secondary Students: The Link between Good Practice and the Avoidance of Plagiarism. *School Library Media Research*, 10.

Wilkerson, J. (2009). Staff and student perceptions of plagiarism and cheating. *International Journal of Teaching and Learning in Higher Education*. 20(2), 98-105.

World Health Organization. "Coronavirus disease (COVID-2019) situation reports". Available at: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports/>.

Yates, J., & Maanen, J. (2001). *Information technology and organizational transformation: History, rhetoric, and practice*. Thousand Oaks, CA: Sage.

Yuliati, Y. Y. (2012). Perlindungan Hukum Bagi Pencipta Berkaitan dengan Plagiarisme Karya Ilmiah di Indonesia. *Arena Hukum*. 5(1), 54-64.