



HAS PLAGIARISM SPREAD TO PHYSICS PRACTICUM REPORTS?

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ABSTRACT

The aim of this study is to determine the level of plagiarism among physics education students in preparing physics laboratory reports, as well as to identify the types of plagiarism committed by the students. This study employed a quantitative research design with survey approach aimed at identifying the phenomenon of plagiarism in the preparation of physics practicum reports. The sample consist of 91 students who has participated in physics practicums, including both basic physics and electronics. The technique sampling used is purposive sampling, taking into account specific characteristics aligned with the objectives of this study. Instrument used for data collection was an online questionnaire consisting of several questions distributed through Google Forms. The questionnaire was analyzed for validity and reliability, where validity test was conducted using the Product Moment method and reliability test was performed using Cronbach's Alpha. Data analysis in the study employed descriptive statistic techniques. The results showed that 30 students, or 33%, admitted to committing plagiarism in the preparation of physics practicum reports, while 61 students, or 67%, had never engaged in plagiarism in preparing such reports. The forms of plagiarism committed included the use of assistance applications, copying practicum reports from senior students, and manipulating practicum data. The reasons students engaged in plagiarism in preparing physics practicum reports included limited references, lack of time to prepare the reports, and insufficient skills in composing physics practicum reports properly. The results of the study are expected to serve as a reference for improving practices related to plagiarism in the preparation of physics laboratory reports. This research also contributes to future studies in the field of physics education.

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1. INTRODUCTION

In the world of education, the phenomenon of plagiarism is not a new issue. Plagiarism constitutes a real threat to the integrity of the development of knowledge itself (Sadiqi, 2019). Plagiarism is often regarded as a trivial violation of academic ethical norms (Sari et al., 2022) and

is even considered commonplace by many people in academic environments. Plagiarism is triggered by various contributing factors, including low scientific writing skills and a lack of understanding of the concept of plagiarism itself. In addition, academic pressure such as a heavy workload and insufficient understanding of academic ethics makes plagiarism something that is difficult to avoid (Annisa, 2023; Kumar et al., 2022; Rumanovsk et al., 2024). In essence, plagiarism is an academic offense and constitutes a criminal act categorized as a copyright infringement, as regulated under Law No. 28 of 2014 concerning Copyright.

The increasingly widespread development of plagiarism in the current era is partly driven by the rapid advancement of technology, which makes it easier for perpetrators to access and use it. For example, ChatGPT and other platforms has become increasingly popular for completing academic assignments, as it often involves merely copying and pasting content (Ahmad et al., 2024; Yu & Wang, 2024 ; Rodrigues et al., 2023; Kumar et al., 2022). One of the perpetrators of plagiarism in the academic world is university students (Sari et al., 2022; Putra, 2023; Harahap et al., 2024), who engage in such practices when completing assignments and reports, and in more extreme cases, when preparing their final thesis. Most students commit plagiarism consciously or intentionally in order to complete their work more quickly (Nabee et al., 2020). In many cases, student plagiarism does not alter the essence of the original source, but merely involves adding a cover page, table of contents, and references (Harahap et al., 2024; Isnaini, 2019).

Plagiarism among university students does not discriminate between study programs within a higher education institution; almost all students across different programs have engaged in plagiarism at least once during their academic studies (Mei En et al., 2023; Zaman et al., 2020; Ahmad et al., 2024). In Physics Education program, for instance, the phenomenon of plagiarism has become a common practice in preparing practicum reports. Considering that practicum reports must be submitted on a weekly basis, many students resort to quick solutions by engaging in plagiarism, either by referring to reports from their peers or senior students, or by using assistance from applications such as ChatGPT. Based on results of the field surveys have been conducted, most students participating in practicum activities tend to plagiarize by copying practicum reports from senior students. In addition, students also utilize assistance applications such as ChatGPT to compose the background and theoretical framework sections. The survey results are supported by the finding that most students participating in the practicum submitted their laboratory reports 1 to 2 days after the practicum was conducted.

Research conducted by Akib and Ibrahim indicates that the phenomenon of plagiarism among university students is becoming increasingly prevalent, with all selected research respondents stating positively that they had engaged in plagiarism to complete academic tasks (Akib & Ibrahim, 2017). In line with Akib and Ibrahim, findings of Magdalena et al., (2023) reveal that 47.5% of student respondents acknowledged being aware of the plagiarism they committed in completing coursework, 30.5% stated they were unaware, and 22% of respondents were uncertain whether they had engaged in plagiarism or not. Chau Sa & Uyen (2016), in their study, reported that 86% of student assignments were indicated to involve plagiarism in various forms. Mei En et al., 2023 stated in their research that most students were aware that they had committed plagiarism, which was primarily influenced by students' attitudes and time management in completing their assignments. Based on various existing studies, it can be synthesized that plagiarism is not a new phenomenon; however, no research has specifically examined plagiarism among physics students in preparing laboratory reports. This finding represents the novelty of this study.

Referring to field findings and the results of previous studies, it is necessary to comprehensively examine the phenomenon of plagiarism in the preparation of physics laboratory reports by students using a quantitative approach, while integrating various contributing factors and more objective measurements. The study is expected to provide solution to reduce plagiarism in academic environment, particularly in the preparation of physics laboratory reports by students.

2. METHOD

This research used quantitative method with survey design has aims to identify phenomenon of plagiarism within a population in order to evaluate the process. The survey method was chosen because it is capable of providing a general overview of population characteristics based on the selected sample (Maidiana, 2021; Sugiyono, 2019).

Population used in this research consisted of individuals who are related to the research topic. This study was conducted on 91 students who had participated in physics practicums, including both basic physics and electronics. The number of subjects selected in the study was based on the acceptable sample size for research, which ranges from 30 to 500 respondents (Sugiyono, 2025; Subhaktiyasa, 2024). Sampling technique was used to selected the sample is purposive sampling, taking into account specific characteristics that align with the objectives of the study (Kurniawati & Rindrayani, 2025). Technique sampling using in this research was choosen to ensure the selected participants have direct experience and relevance to the phenomenon being this studied. The sampling criteria were carefully determined to increase the validity and reability of the research data.

The instrument used for data collection was an online questionnaire consisting of several questions distributed through Google Forms. The questionnaire used in this study was analyzed with validity and reliability test. Validity test in the study was conducted used Product Moment test, while reliability was tested used Cronbach's Alpha. Empirical validity testing in quantitative research can be conducted use Product Moment test (Puspitasari & Febrinita, 2021), and instrument reliability test can be performed use Cronbach's Alpha (Fitriana, 2022). Number of respondents involved in the empirical validity test was 40, which corresponds to the minimum number of respondents required to test the validity of an instrument, set at 30 individuals (Lestyanawati, et al 2025; Subhaktiyasa, 2024).

The study use data analysis with descriptive statistics analysis techniques. Descriptive statistics were used to systematically present the characteristics of the research object based on sample data, where the data obtained reflect the original data without conducting in-depth inferential analysis or drawing generalized conclusions (Fathurohman et al., 2025). Descriptive statistical analysis involves the quantitative evaluation of the questionnaire data used. The analysis applied is as follows (Sugiyono, 2025):

$$\text{Mean} = \frac{\text{total score obtained}}{\text{total score}} \quad (1)$$

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Analysis of Validity and Reliability Instrument

The validity and reliability of the instrument were tested to ensure that the developed instrument accurately measures what it is intended to measure and demonstrates consistency within the study (Adi, 2023). The subjects involved in testing the instrument totaled 40 individuals, a number selected in accordance with the minimum requirement for pilot testing to determine validity and reliability research instrument (Amalia, et al., 2022).

The instrument developed in the study consist of three main aspects: students' knowledge related to plagiarism, mastery of practicum material, and plagiarism behavior. These three main aspects were then translated into 20 questions administered to the pilot respondents for completion. The instrument was subsequently analyzed for validity and reliability to determine which items were statistically valid and whether the instrument was reliable. The validity test employed was the Product Moment, while reliability test using Cronbach's Alpha, conducted with an assistance of the SPSS application. The results of the instrument's validity and reliability calculations can be seen on Tables 1 and 2.

Table 1. The Validity Results of Instrument

Question Items	Calculated Value	r Table	Information
1	0.501		Valid
2	0.537		Valid
3	0.627		Valid
4	0.712		Valid
5	0.017		Not Valid
6	0.461		Valid
7	0.588		Valid
8	0.725		Valid
9	0.593		Valid
10	0.045	0.312	Not Valid
11	0.522		Valid
12	0.673		Valid
13	0.362		Valid
14	0.863		Valid
15	0.609		Valid
16	0.725		Valid
17	0.379		Valid
18	0.483		Valid
19	0.512		Valid
20	0.431		Valid

Based on the data presented in Table 1, there are two question items that were found to be invalid, namely items number 5 and 10. These two items were declared invalid because the obtained r-count values were lower than the established r-table value ($r\text{-count} < r\text{-table}$) (Muhammad, et al., 2021; Rosihana & Siboro, 2024; Slamet & Wahyuningsih, 2023). The r-table value determined with 40 respondents and a 5% significance level was 0.312 (Sugiyono, 2025). Item number 5 obtained an r-count value of 0.017, while item number 10 obtained an r-count value of 0.045. Since both r-count values were lower than the determined r-table value, these two question items were considered invalid.

Table 2. The Results of Reliability Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.658	20

Based on the data presented in Table 2, the calculated reliability value using Cronbach's Alpha was 0.658. This result is considered reliable if the obtained calculated value is greater than the established r-table value (Utami & Rasmanna, 2023; Slamet & Wahyuningsih, 2023). The calculated value shown in Table 2 is 0.658, while the determined r-table value is 0.312; therefore, the result value is greater than r-table ($0.658 > 0.312$). It can be concluded that instrument used in the studies is reliable.

3.1.2. Academic Plagiarism Analysis in the Preparation of Practicum Reports

Plagiarism originates from the Latin word *plagiarius*, which means plagiarist. In simple terms, plagiarism is defined as copying and used intellectual work of others without properly acknowledging the identity of the original author (Yunita et al., 2021). The emergence of plagiarism is not sudden or self-generated; rather, it is driven by certain influencing factors and the writer's own habitual practices (Ruslan et al., 2020). Plagiarism is divided into two main components: taking another person's work and publishing written work without acknowledging the original source (Helgesson & Eriksson, 2018). Sulistyaningsih explains that issues related to plagiarism include self-plagiarism, ghostwriting, copyright or intellectual property rights (IPR), and academic integrity. However, the most fundamental issue is ethics, as it underlies all forms of plagiarism (Sulistyaningsih, 2017). Plagiarism is therefore considered a significant ethical problem (Phyo et al., 2023).

The phenomenon of plagiarism in physics practicum reports among university students is no longer something new, considering that in almost every physics practicum session, instances of plagiarism are found in the reports prepared by students. Based on the results of a survey conducted among 91 students who had participated in physics practicums, including both basic physics and electronics, it was found that an average of 33% of students had engaged in plagiarism when preparing their practicum reports, while 67% completed their reports without committing plagiarism. The results of the student plagiarism survey are presented in Table 3 and Figure 1 below.

Table 3. Average Results of Student Plagiarism

Number	Action	Number of Students	Percentage (%)
1	Plagiarism	30	33
2	No Plagiarism	61	67

Did you copy the practicum report?

92 jawaban

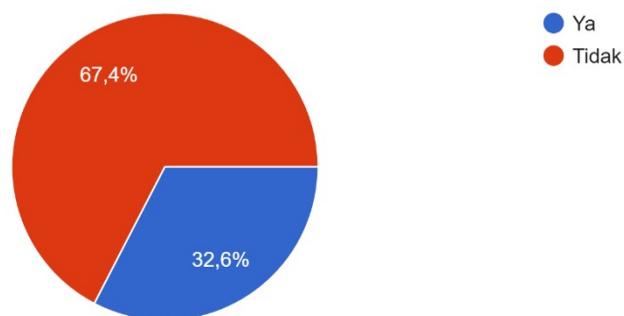


Figure 1. Survey Results on Plagiarism Students

As shown on Figure 1, the most common form of plagiarism in physics practicum reports committed by students was the use of assistance applications, reported by 62 students, followed by copying senior students' practicum reports by 24 students, and manipulating practicum data by 5 students. The reasons students engaged in plagiarism when preparing practicum reports included having insufficient references to compose the reports (61 students), lacking time to prepare the practicum reports (16 students), lacking the skills required to prepare practicum reports (8 students), and being influenced by their environment (6 students). The survey results related to types of plagiarism committed and reasons for committing plagiarism are presented in Figures 2 and 3.

What kind of practicum report plagiarism did you commit? ?

92 jawaban

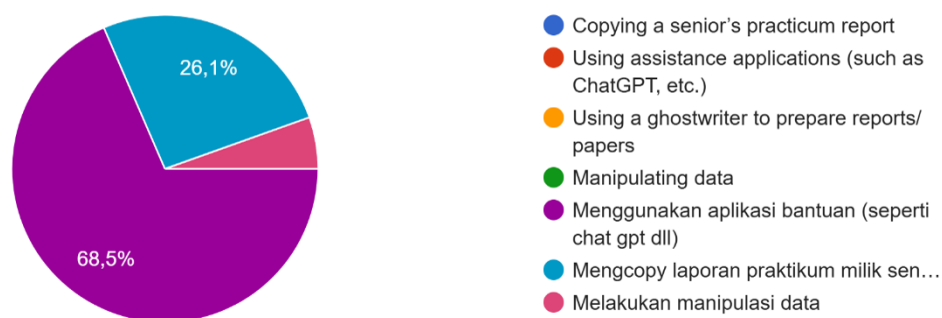


Figure 2. Survey Results on the Forms of Student Plagiarism

Why did you commit plagiarism in the practicum report?

92 jawaban

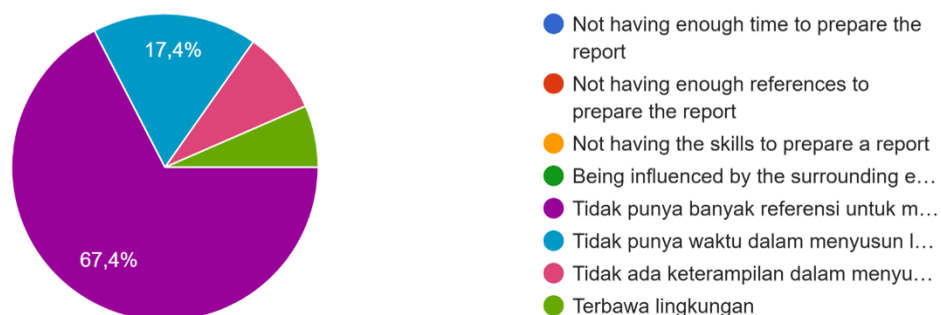


Figure 3. Survey Results on Students' Reasons for Committing Plagiarism

Based on the survey results regarding plagiarism in practicum reports committed by students, such actions are carried out with certain intentions or objectives that the students aim to achieve, leading them to choose specific behaviors. In the process of engaging in plagiarism, students make deliberate choices based on careful considerations of awareness, efficiency, and the perceived added value of each available option. The findings indicate that an average of 34.1% of students acknowledged that they did not commit plagiarism, while 65.9% admitted that they were aware of having engaged in plagiarism when preparing their practicum reports. The results concerning students' awareness are presented in Table 4 and Figure 4.

Table 4. Average Results of Students' Awareness

Number	Action	Number of Students	Percentage (%)
1	Plagiarism Awareness	60	65.9
2	Unaware of Plagiarism	31	34.1

Did you aware that you have committed plagiarism in the practicum report?

92 jawaban

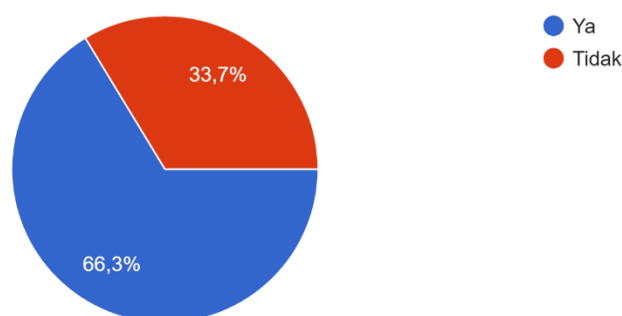


Figure 4. Survey Results on Students' Awareness of Committing Plagiarism

In addition to the presence of students who are unaware that they have committed plagiarism in preparing their practicum reports, some students also consider plagiarism in practicum reports to be a common or acceptable practice. A total of 19.8% of students perceived plagiarism in practicum reports as a normal practice when preparing their reports, and 24.2% of students did not feel guilty about committing plagiarism in the preparation of their practicum reports. The research data related to the perception that plagiarism in practicum reports is acceptable and students' feelings of guilt after committing plagiarism are presented in Figures 5 and 6.

Did you think plagiarism in practicum reports is a normal thing to do?

92 jawaban

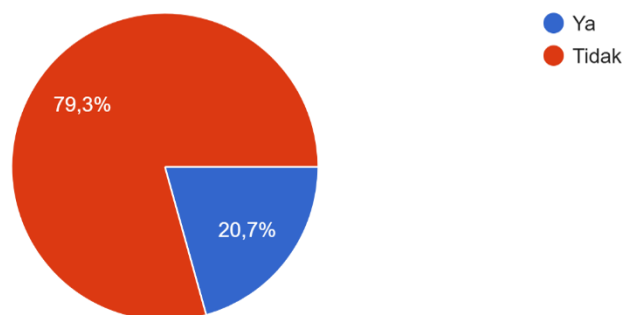


Figure 5. Survey Results on Plagiarism as a Common Practice

Did you feel guilty after committing plagiarism in the practicum report?

92 jawaban

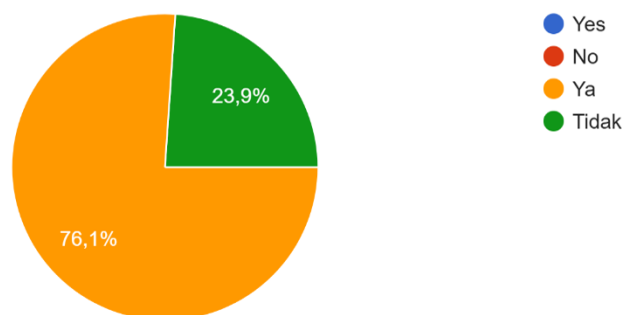


Figure 6. Survey Results on Students' Feelings of Guilt

3.2. Discussion

The phenomenon of plagiarism in the academic environment is no longer a new issue, as most students have engaged in plagiarism, whether in completing assignments such as papers, preparing reports, or even in writing their final theses. One of forms plagiarism committed by students is in preparation of physics practicum reports while participating in practicum sessions.

One of the underlying assumptions for students engaging in plagiarism when preparing these reports is the perception that the report submission deadlines are too short.

Based on the result, can be synthesized that plagiarism in preparation of physics practicum reports is not an unfamiliar phenomenon. This is evident from the number of students who engaged in plagiarism in preparing practicum reports, amounting to 30 out of 91 students who had participated in physics practicums. Plagiarism in the preparation of physics practicum reports was most commonly caused by a lack of references when composing the reports. In addition, the forms of plagiarism committed by students in completing their physics practicum reports included the use of assistance applications, copying practicum reports from senior students, and manipulating the practicum data obtained.

Some students who prepared practicum reports by engaging in plagiarism did not feel that they had committed such actions, as evidenced by 31 students, or 34.1%, who were unaware that they had engaged in plagiarism. This result is consistent with studies by (Tran et al., 2025); (Upadhyay et al., 2023); (Lindahl & Grace, 2018); (Perkins et al., 2020) which statement is students' lack of understanding of plagiarism leads them to be unaware that they are engaging in plagiarism. Students' unawareness of having committed plagiarism is caused by their limited understanding of the fundamental concept of plagiarism. In addition, a lack of academic literacy among students is another factor that triggers such unawareness. Beyond these two factors, another contributing factor is that students do not clearly understand the boundaries between what constitutes plagiarism and what does not. This is in line with result finding of Muluk et al., (2021) which indicate plagiarism is influenced by several key factors, one of which is students lack of understanding of academic rules.

Students's unawareness in committing acts of plagiarism is not a new phenomenon in the academic world. This is supported by several underlying theories, including the theory of unintentional plagiarism as explained by Prashar et al., (2024), that unintentional plagiarism is more prevalent to students due to their lack of understanding academic ethics, resulting in weak ethical judgment. In addition, this unawareness of plagiarism behavior is also aligned with the theory of academic misconception as described by M. N. Tran et al., (2022) & Awasthi et al., (2024), which suggests that most students perceive plagiarism as an unintentional act due to their limited knowledge, and they often do not consider textual similarity to be an act of plagiarism.

The result of the studies indicated some students did not feel guilty about committing plagiarism when preparing their physics practicum reports, as indicated by 24.2% of students, or 22 individuals, who stated that they did not feel at fault. This result is in line with the study conducted by Blizak-Meriem, et al. (2023), which reported that students generally do not exhibit feelings of guilt after committing plagiarism. Furthermore, gender isn't have significant impact on attitudes and subjective norms related to plagiarism. Another finding revealed that 18 students, or 19.8%, stated that they considered plagiarism in the preparation of physics practicum reports to be a normal practice. This indicates that the impact of plagiarism has contributed to changes in students' academic ethics. The findings of the studies is in line with research conducted by Babelghaith et al. (2022); Blizak-Meriem et al., (2023); (Ahmad et al., 2024), which demonstrated a shift in academic ethics, where students tend to show supportive attitudes toward acts of plagiarism.

The research findings also indicate that plagiarism in the preparation of practicum reports is not limited to students from a single university, but is also carried out by students from other universities. In addition, it was found that 57 students, or 62.6%, who observed acts of plagiarism

in the preparation of physics practicum reports were indifferent when their peers engaged in plagiarism, and some even participated in such practices themselves.

4. CONCLUSION

Conclusion of the study indicates that the phenomenon of academic plagiarism has extended into the domain of physics practicums, where students who have participated in physics practicums engage in plagiarism when preparing their practicum reports. The forms of plagiarism committed in preparing physics practicum reports include the use of assistance applications, copying practicum reports from senior students, and manipulating practicum data. The reasons students engage in plagiarism when preparing physics practicum reports include limited availability of references, lack of time to prepare the reports, and insufficient skills in composing physics practicum reports properly. Result of the study are expected to serve as a reference to improve efforts to reduce plagiarism in the preparation of physics practicum reports. This research also contributes to future studies in the field of Physics Education Practicum.

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