Academic Integrity Campaign in Indonesia

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Abstract

This chapter outlines the main forms of academic misconduct, the way that plagiarism is perceived and managed in Indonesia, provides details of the Ministry of National Education Regulation (MNER), Article 17 on plagiarism prevention and control in colleges, and details a new approach to developing academic integrity in the Indonesian higher education context called the AK.SA. RA campaign.

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Introduction

Academic misconduct or academic dishonesty is every activity conducted by members of an academic group who try to obtain benefits which are not rightfully theirs to claim, or to reduce the benefits of other members of the same or another academic group, by using methods or ways that are against the standard integrated rules in the academic community (Berkeley University of California 2012; Florida State University 2012; University of Tasmania 2010). There are generally five identified types of academic misconduct: fabrication, falsification, cheating, sabotage, and professorial misconduct (Fig. 1).

Fabrication

Fabrication is a form of academic misconduct whereby nonexistent data or literature references are added or created, with the goal of fraudulently giving benefits to the author. The created data or literature has the goal of supporting the author's work, often being data or a literature reference that is very beneficial to the author's work. One of the most prominent cases in Indonesia, reported by the media in November and December 2013, involved an Indonesian university president accused of fabrication in his dissertation work (Tribun Jakarta 2013). *Orbit Daily* (Harian Orbit 2014) reported that according to a former Village Secretary Jaringhalus, the university president only went once to the village where he claimed to have collected data. Rather than collecting data, he paid ten local residents 50,000 rupiahs for the privilege of having his photograph taken with them.
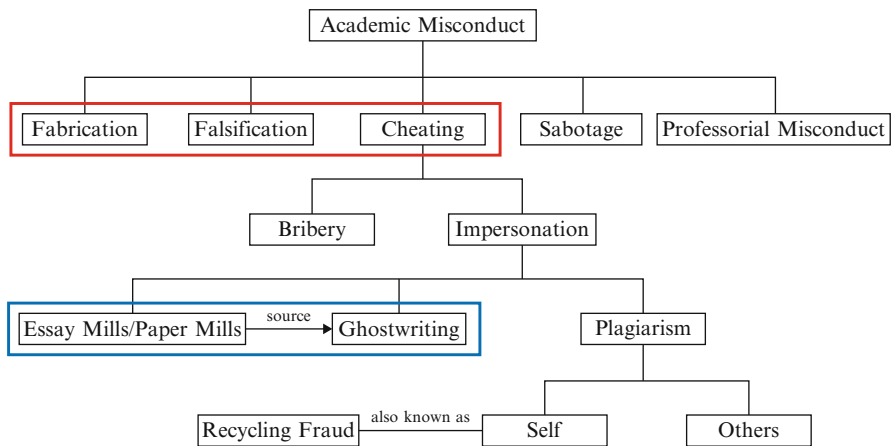

Fig. 1 Types of academic misconduct

Falsification

Falsification is a form of academic misconduct whereby existing data or literature reference are changed or modified, with the goal of fraudulently giving benefits to the author. The basic difference between falsification and fabrication relates to whether the original data or literature exists or not in the first place. Nurdin's (2014) recent research into falsification has resulted in a compilation of facts regarding alleged plagiarism and data manipulation in the papers of a student. Nurdin described massive inconsistencies between the title of the thesis, dates of the correspondence, research data, and a large portion of word-to-word similarities of thesis content with a thesis from another university as well as articles from Internet.

Cheating

In this chapter, cheating refers to academic misconduct which consists of bribery and impersonation.

Bribery is a form of cheating by giving items of material value (commonly in the form of currency) in order to obtain fraudulent academic benefits. While there has been no highly publicized case of bribery in education in Indonesia, anecdotally it is well known that this type misconduct is common. Bribery, embezzlement, extortion, and corruption cases appear regularly in the news and it seems to be regarded as common practice. Gallup (2015) research results from 6,390 respondents from 2006 to 2011 reported an increase in the perception of the spread of corruption in Indonesia from 86 % to 91 %.

Impersonation refers to acting as if the data, literature reference, or academic work of the author belongs to the author. In relation to ghostwriters and paper/essay mills, this particular misconduct could be regarded to be one of the most blatant forms of academic misconduct. It is common to find advertisements for ghostwriters and paper/essay mills in Indonesia, ranging from pamphlets and text messages, to websites, blogs, or other social media. Some even dare to provide information to the media, justifying their existence by pointing out that articles from their paper/essay mills are custom written instead of the more common practice of changing the author's name and information of an already existing article (Kompas 2010).

Ghostwriting is also classified here as potential impersonation because the paper is not produced by the person under whose name it is published. In contrast to other types of plagiarism, a ghostwriter generally does not have any objection and would not sue for any lack of citation or acknowledgement, in regard to the given services. This condition makes the cases of ghostwriting become more difficult to detect and prove.

The ghostwriter has a huge opportunity to commit fraud and escape with impunity. The reason for this is that the assigned "author" may not know or is not able to recognize the committed fraudulent acts (i.e., plagiarism, fabrication, or falsification). Should questions about the validity of the paper be raised, it is the assigned author who will bear the responsibility.

Another form of impersonation is plagiarism. Plagiarism is considered to be a form of impersonation because plagiarists often avoid citing the source of data or literature reference, acting as though the data or literature reference is their own. Plagiarism itself can be divided into two types: self-plagiarism (also known as recycling fraud) and plagiarism conducted by using other authors' works. Self-plagiarism occurs when the authors use their existing published work without appropriate acknowledgement (Dellavalle et al. 2007). Hexham (2005) also pointed out one important point. Self-plagiarism is considered as a fraudulent action when the author fails to develop or improve the previous work. In other words, instead of offering a revised version of the previous work, the self-plagiarist re-uses the old work while claiming that it is a new or at least a revised version of the previous publication.

One of the most recent cases of plagiarism in Indonesia involved a high-level government official from the religion ministry and a lecturer from a well-known university. He was accused of plagiarism in one of his most recent newspaper articles and subsequently resigned as a lecturer as a form of taking responsibility for his actions (RMOL 2014). Unfortunately, despite the increasing attention given to plagiarism, usually only the second type of plagiarism is considered to be plagiarism in Indonesia. This is also caused by the limitations in the definition of plagiarism in national or official rules or statements.

Sabotage

Sabotage refers to the actions taken by authors to obtain illegitimate academic benefits or reduce the benefits of other members of the academic group or community. For example, in order to score higher than other members of the same academic community, the author deletes the data files of the other members, making it so that only the author's data is complete and ready for analysis. Another example is when a reviewer of a scientific article intentionally delays working on a review while submitting similar work of his/her own, or if the reviewer uses the manuscript under review for his/her own benefit. This category also includes the case of intentionally making and reporting fake reports to discredit someone's reputation or achievement.

Professorial Misconduct

Professorial misconduct refers to unprofessional actions by members of the academic community or group to obtain illegitimate benefits. Although these types of misconduct have not received media attention, is nevertheless quite easy to find cases involving professorial misconduct, especially toward students. Some irresponsible lecturers are reported for abusing their power, either by coercion or coaxing, in order to gain personal benefit. Two of the most reported cases are the extortion of money and sexual harassment.

Plagiarism and Indonesian Government Regulations

Among the myriad forms of academic misconduct, one that has recently drawn the attention of the Government of Indonesia, especially within the national education ministry, is plagiarism. Some of the main reasons for giving special attentions to the cases of plagiarism are the prevalence of violations (ranging from students to professors), the magnitude of losses (in material and nonmaterial for the actors, original author, readers, or the institution where the perpetrator is stationed), and the relatively high probability of being detected (especially in the form of word-to-word or verbatim plagiarism).

Plagiarism cases were first identified in limited academic circles and then largely exposed through the mass media. Brodjonegoro (1999), as the Director General of Higher Education in Indonesia, issued a circular to Indonesian public and private universities, stressing the importance of maintaining the dignity and quality tradition of national education in graduating only excellent alumni and promoting only expert senior lecturers to professorships.

The Director General of Higher Education detected incidences of applying shortcuts in producing scientific work by way of plagiarism. Facts revealed that these academic crimes occurred among students and teachers and even professors and college presidents. The Director General of Higher Education appealed to each college for the strict prevention and control of plagiarism by a commission or committee involving competent appraisers with high integrity and dedication.

To prevent a breach of academic standards, the Director General of Higher Education set a norm, related to normal faculty workload in producing academic reports. The main logic is that quality work takes time to process and finish. If there are people who are able to produce a lot of work in a short time, it will be classified as "unnatural". These irregularities can only occur if the individual either has a special ability to produce many quality works in a relatively short time or the works produced are relatively poor due to unsystematic and messy operation. An even worse alternative is that the work produced is of a relatively high quality but done illegally, such as by the act of plagiarism.

Unfortunately, the circular from the Director General of Higher Education was considered ineffective because it did not provide adequate details regarding the definition and range of academic misconduct. In addition, there is no unanimity yet on sanctions for violations. The rules were applied according to the local policy of each university, resulting in weak enforcement, ambiguity, fraud, and abuse.

After approximately 11 years, the government (Minister of National Education) finally passed a law which specifically regulates sanctions for plagiarism in college. In August 2010, just one day before the commemoration of Independence Day in Indonesia, the Minister of National Education issued the Ministry of National Education Regulation (MNER), Article 17 on plagiarism prevention and control in colleges.

This MNER was issued to ensure that each student/lecturer/researcher/educator will always uphold academic honesty and ethics, including avoiding plagiarism in producing scientific papers. It also contains related terms such as plagiarism and

plagiarist (or plagiator – a unique Indonesian terminology). The MNER also serves as an official definition regarding the "what", "who", "where", and "when" elements of plagiarism. The MNER also details various ways to prevent and control plagiarism, including providing detailed categories of sanctions.

The Definition of Plagiarism According to the MNER

According to the MNER, plagiarism is the act of intentionally or unintentionally obtaining or attempting to obtain credit or value for a scientific paper, citing some or all of the work and/or scientific work of any other person and publishing it as if it was his/her intellectual property, without stating the original source. Following that statement, a plagiarist is an individual or a group of people involved with plagiarism, each acting on their own, for a group or on behalf of an agency.

In the MNER, the government provided a detailed and complete list of possible related behaviours, such as what can be classified as plagiarism. In general, plagiarism includes but is not limited to any form of referencing and/or citation, use, formulation, and delivery of the work either in part or in whole, randomly or systematically, intentionally or unintentionally from a source, without citing the source adequately. Sources mentioned include not only the work of individuals or groups, whether acting on their own behalf or on behalf of a body, but also anonymous work as well. The meaning of work includes everything created, published, presented, or disseminated in written form, either printed or electronically. The government even includes details of the types of work that have to be acknowledged and recognized explicitly, including "a. musical compositions; b. computer software; c. photography; d. painting; e. sketches; f. sculpture; or g. work and/or scientific products not included in the six criteria mentioned." Thus, the government has provided clarity and decisiveness that adequate acknowledgement should be given, for both published and unpublished works. With such widespread robust guidelines, the government strongly emphasizes intolerance of the absence of adequate recognition and acknowledgment in using other people's work.

The Target Subjects of the MNER

These regulations apply to students or lecturers/researchers/educators. This rule applies both to the work of individuals and groups.

The Target Areas of the MNER

Concerning locality, this regulation applies to all works produced in and outside the university environment. Protection and restrictions apply to the scientific work conducted both within the university and cross-institutionally. Interestingly, the

MNER stipulates that regular monitoring should also be conducted on the work of students and/or lecturers/researchers/educators produced outside the higher education institutions (such as junior high school, senior high school, and vocational schools) as long as the authors are involved as members of the higher education institutions.

The Target Timeframes of the MNER

Monitoring and evaluation of the intellectual property of a person is effective as long as he/she is part of a higher education institution. All the work produced by a student should be free from plagiarism. Tighter restrictions have been applied to lecturers/researchers/educators. For these groups, supervision and evaluation of their work is done during and/or before they carry out academic duties.

Prevention

University leaders are required to supervise the implementation of the code of conduct related to preventing and overcoming academic plagiarism. Leaders of universities are required to establish and oversee the implementation of citation style and periodically disseminate a code of ethics and style in order to create an appropriate anti-plagiarism culture. Individuals who produce scientific work are required to prepare and submit assigned declaration stating that the scientific work is free of plagiarism and that the author is willing to accept penalties for any identified plagiarism in accordance with the legislation. In accordance with this point, universities are required to electronically upload all scientific works and declarations through the portal Garuda (Garba Digital Reference) or other portals established by the Director General of Higher Education.

All scientific papers of lecturers/researchers/staff, which are used for initial appointment or promotion, should be accompanied by the declaration, along with a peer reviewed assessment statement. This assessment should be conducted by at least two lecturers/researchers/educators who have academic qualifications equivalent to, or higher than, the academic qualifications of the candidate or applicant.

Sanctions

If there are allegations of plagiarism, a committee set up by the university should compare the suspected paper against the original sources. The committee members then ask lecturers or the academic senate/other similar bodies to give consideration in writing about the truth of the allegations. The student and/or lecturer/researcher/educator suspected of plagiarism is also given the opportunity to defend themselves in front of the committee members/authority. If the comparison and testimony reveal plagiarism, then the faculty/university authority should impose sanctions to the accused as a plagiarist.

MNER outlines detailed varieties of sanctions for students and lecturers/ researchers/educators who are found guilty of plagiarism. For students, these penalties are as follows: a. a reprimand; b. a written warning; c. withholding some of the rights of students; d. cancellation of the course grade of one or several courses; e. honorable discharge from the institution; f. dishonorable discharge from the institution; or g. cancellation of the diploma if the student has already graduated from a study program. On the other hand, the sanctions for lecturers/researchers/educators found guilty of plagiarism consist of: a. reprimand; b. a written warning; c. withholding the rights of lecturer/researcher/ educators; d. demotion in academic positions/functional ranks; e. revocation of the right to be nominated as a professor/senior researcher; f. honorable discharge from the institution; g. dishonorable discharge from the institution; or h. cancellation of the certificate obtained from the related university. If the lecturer/ researcher/educator is a professor/senior researcher, an additional sanction should be applied in the form of dismissal from the post of professor/associate professor/senior researcher. If the university does not impose the proper sanctions, the Minister may impose sanctions on the leaders themselves as well as the plagiarist. Sanctions for university leaders include a. reprimand; b. a written warning; or c. a government statement that the person concerned is not authorised to take legal action in the academic field.

AK.SA.RA: Academic Integrity Movement

Siaputra (2012) suggested that in some known cases, plagiarism is a learned behaviour (both actively and passively). Considering that in many known cases, plagiarism is a result of learning, it should also be possible to unlearn it. Siaputra has suggested a simple approach entitled AK.SA.RA. This AK.SA.RA approach suggests a more optimistic and positive point of view. With the right knowledge, avoiding plagiarism should not be an insurmountable problem.

In Indonesian, the term AK.SA.RA (originated from the word "aksara") means letter. It is important to know, however, that the word "aksara" itself is derived from Sanskrit with the meaning of "imperishable," "nontransient," or "unalterable" (Crollius 1974; Raju 1985; Hooykas 1964 cited in Rubinstein 2000). Crollius (p. 185) also suggested that aksara could also be defined as "precisely as 'syllable,' 'essence and embryo of speech'." The authors take this knowledge of the earliest meaning of aksara and believe that the use of AK.SA.RA in the Academic Integrity Campaign will serve as a long-lasting core of the campaign, being the imperishable essence in its use for developing a better academic community.

In the context of the Academic Integrity Campaign in Indonesia, the term AK. SA.RA is used as an acronym of AcKnowledge (AKui, in Indonesian terms), paraphrASe (parafrASa), and integRAte (integRAsi); referring to the three main steps of AK.SA.RA. AcKnowledge is about the importance of recognizing the owner of the basic or original idea, and/or the foundation of the argument or idea used. The word paraphrASe is about the reforming of an idea or thought with the author's own words. Even though the original idea or thought is reformed using different words, the basic idea is still the same or even more effective and efficient
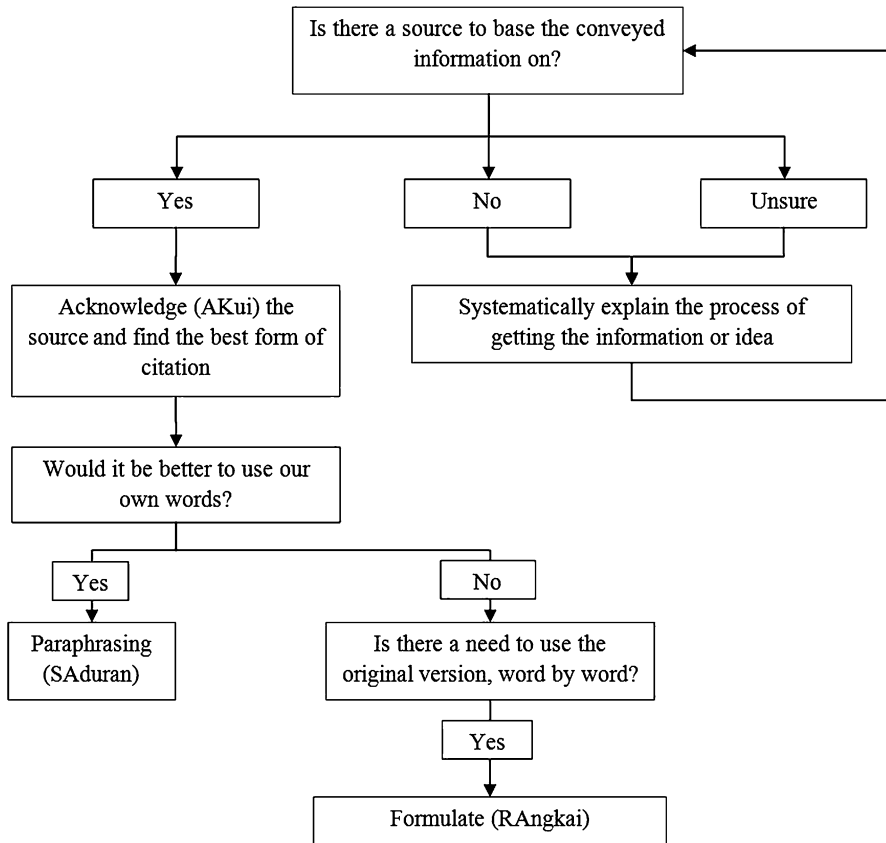
Fig. 2 AK.SA.RA

in conveying the original message. The last word, integRAte is an implementation of the direct quotation in the written product. In several specific conditions, there is information that cannot be changed, such as sentences from the law, bibles, and similar articles. In these contexts, leaving the words in their original form is often the best choice to be made (Fig. 2).

Before moving to further explanation of the three ideas, it is important to note that AK.SA.RA. has another important step that is preceding yet continuously supporting of the main three. This step regards the process of documentation or archiving of the references used in writing. As an author undergoes the process of writing, it is advised for the author to keep all the references used in the writing at the ready, such as having a single prepared folder for all the digital references. As the author conducts the writing process, the author systematically lists the original reference, and then marks down the part of the original reference used in the author's writing. The archiving and marking of the original reference serves as proof of the author really reading and using the original reference, as a form of

AcKnowledge (the "AK." part). As the author proceeds through the writing process, the author continues to systematically document the use of references, in both steps of paraphrASe (the "SA." part) or integRAte (the "RA" part). In other words, the author documents or archives every reference used, specifically the parts of the original reference being used and the form of usage. To better understand the concept of AK.SA.RA. a brief explanation of the three ideas are as follows.

The first step to avoid plagiarism is to AcKnowledge (AKui). This step is the key step of antiplagiarism. By acknowledging others' work clearly and firmly, one cannot be considered to be a copier or a plagiarist. It is important to understand that acknowledgment is about using a source, not a sign of weakness.

The second step is to paraphRAse (parafrASa), as in rewrite the original text in the author's own words. When an author is paraphrasing an idea, he/she is trying to understand an idea and rewrite it using his/her own words. The easy way to do this is by reading and understanding an idea well, so the author is able to rewrite the results in his/her own words.

The third and final step is to integRAte (integRAsi). In several cases, the source needs to remain the same. This is usually used for sources that can be easily misunderstood or prone to result in different meaning during the adaptation, such as a definition or other important statements. There is the need to formulate the original source alongside the author's own words.

By conducting these three easy and simple steps, an author cannot be considered to be a plagiarist: acknowledging the reference source (name and publishing year), rewriting in their own words (paraphrasing), and direct quoting by using quotation marks and including the page number (formulation of sentences). These three steps are very easy to remember and carry out, so there is no reason for anyone in the academic field to be anxious about writing, especially due to the fear of being presumed to be copying or plagiarising.

The three-step AK.SA.RA approach is a promising solution for avoiding plagiarism. Mistakes in writing may still occur, but by acknowledging, paraphrasing, and formulating appropriately, the author will not be considered to be plagiarising.

Summary

This chapter has provided a brief outline of the five identified types of academic misconduct: fabrication, falsification, cheating, sabotage, and professorial misconduct, and demonstrated how such misconduct is managed in the Indonesian higher education context. Information has been provided about the Ministry of National Education Regulation (MNER), Article 17 on plagiarism prevention and control in colleges. The authors have shared the details of a recently developed academic integrity campaign called AK.SA.RA, which is based on a three-step writing approach of acknowledging, paraphrasing, and integrating sources to avoid plagiarism.

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