APPENDICES

Appendix 1

Blueprint of Questionnaire

No.	Dimension	Indicator	Definition	Statement Number
1.	Plagiarism Knowledge (Shirazi, Jafarey, & Moazam, 2010; Sutton, Taylor, & Johnston, 2012)	To investigate lecturers' perception towards students' knowledge of plagiarism.	A way of thinking related with educational policy considering one's understanding of college's integrity. (Jordan, 2001)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
2.	Plagiarism Attitude (Ehrich & Howard, 2014; Ehrich, Howard, & Mu, 2014)	To investigate lecturers' perception towards the way students think related with plagiarism act.	An appalling manner and improper quality control of doing assessment. (Gururajan & Roberts, 2003)	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

Appendix 2

Blueprint of Interview Guide

No.	Dimension	Indicator	Definition	Statement Number
1.	Plagiarism Knowledge (Shirazi, Jafarey, & Moazam, 2010; Sutton, Taylor, & Johnston, 2012)	To investigate lecturers' perception towards students' knowledge of plagiarism.	A way of thinking related with educational policy considering one's understanding of college's integrity. (Jordan, 2001)	1
2.	Plagiarism Attitude (Ehrich & Howard, 2014; Ehrich, Howard, & Mu, 2014)	To investigate lecturers' perception towards the way students think related with plagiarism act.	An appalling manner and improper quality control of doing assessment. (Gururajan & Roberts, 2003)	2, 3

Appendix 3

Content Validity for Questionnaire Sheet (Judge 1)

No. of Item	Decision		Suggestion
	Relevant	Irrelevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		
19.	✓		
20.	✓		
21.	✓		
22.	✓		

23.	✓		
24.	✓		

Singaraja, 16. Juli 2019

Made Hery Santosa, Ph.D.

Appendix 4

Content Validity for Questionnaire Sheet (Judge 2)

No. of Item	Decision		Suggestion
	Relevant	Irrelevant	
1.	ν		
2.			
3.	√		
4.			
5.			
6.	ν		
7.	√		
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.	ν		
17.	ν		
18.	ν		
19.			
20.			
21.	√		
22.	√		

5

23.	✓		
24.	✓		

Singaraja, 16. Juli 2019

A. A. Gede Yudha Paramartha, S.Pd., M.Pd.

Appendix 5

Content Validity for Interview Guide (Judge 1)

Question Number	Relevancy		Comment
	Relevant	Not Relevant	
1.	✓		
2.	✓		
3.	✓		

Singaraja, 9. Desember 2019

Made Hery Santosa, Ph.D.

Appendix 6

Content Validity for Interview Guide (Judge 2)

Question Number	Relevancy		Comment
	Relevant	Not Relevant	
1.	✓		
2.	✓		
3.	✓		

Singaraja, 4. Desember 2019

A. A. Gede Yudha Paramartha, S.Pd., M.Pd.

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Appendix 7

Questionnaire Sheet

NOMER	PERNYATAAN	JAWABAN			
		0	1	2	3
1.	Menjiplak kalimat lain dan membuat perubahan kecil, seperti mengganti atau mengubah urutan kata, tanpa mereferensi sumbernya, dianggap aman dilakukan oleh mahasiswa saya.				
2.	Mahasiswa saya berpikir kalau mengerjakan tugas dengan mengambil frasa (10-15 kalimat) dari sumber yang berbeda-beda, lalu menambahkan kalimatnya sendiri dengan memberikan referensi dengan tepat, boleh dilakukan.				
3.	Mahasiswa saya beranggapan kalau mengambil keseluruhan paragraf, meletakannya diantara tanda kutip, lalu memberi referensi yang benar, adalah hal yang wajar untuk dilakukan.				
4.	Sepertinya ada beberapa mahasiswa yang berpendapat bahwa mengambil ide dari karya yang sudah diterbitkan, lalu menggunakan kata-katanya sendiri dengan memberi referensi yang benar, boleh dilakukan.				
5.	Ketika saya memberikan tugas untuk mahasiswa, seringkali mereka berpikir bahwa gagasan mereka original tanpa mengetahui jika gagasan tersebut sudah pernah disampaikan (oleh peneliti sebelumnya) sehingga tidak mencantumkan artikel yang sesuai di daftar pustaka.				
6.	Mahasiswa saya seringkali beranggapan bahwa menggunakan teori yang ada pada sebuah artikel tanpa memeriksa sumber asli dari teori tersebut dibenarkan.				
7.	Ketika mengakses informasi dari sumber daring, beberapa mahasiswa berpendapat tidak apa-apa kalau menjiplak sebagian informasi di dalam sebuah kutipan seperlunya (tanpa mereferensi sumber aslinya).				
8.	Sepertinya mahasiswa saya berpikir kalau fakta umum (misalnya ibukota Indonesia adalah Jakarta) adalah sesuatu yang tidak perlu diberikan referensi.				

9.	Mahasiswa saya mengira hanya media cetak (artikel, koran, dsb.) yang perlu dimasukkan ke daftar pustaka.				
10.	Karena tidak ada hak cipta yang tertera, mahasiswa saya acapkali berpikir untuk menggunakan media yang ada di beberapa situs sesukanya.				
11.	Ketika tidak ada hak cipta yang tertera di beberapa sumber media (gambar, video, dll.), mahasiswa sering berpikir untuk mengambil dan memodifikasinya tanpa mencamtumkan referensi.				
12.	Beberapa mahasiswa berpikir kalau membeli tugas bukanlah tindakan plagiarisme.				
13.	Mahasiswa saya merasa tergiur untuk melakukan plagiarisme karena mahasiswa lain juga berlaku demikian.				
14.	Mahasiswa saya meyakini bahwa tidak masalah jika menggunakan pekerjaan orang lain (untuk menyelesaikan tugasnya sendiri) dengan seizin pemiliknya.				
15.	"Tidak apa-apa menggunakan tugas saya yang sudah lampau untuk menyelesaikan tugas baru," adalah hal yang sering dipikirkan oleh mahasiswa saya.				
16.	Ketika mahasiswa meminjam tugas dari temannya dan saya menghukum mahasiswa tersebut, mahasiswa tersebut berpikir kalau temannya juga harus dihukum.				
17.	Ada indikasi bahwa mahasiswa membenarkan tenggat waktu yang singkat dan tugas yang menumpuk sebagai alasan untuk melakukan plagiarisme.				
18.	Ada banyak cara untuk menjelaskan sesuatu, jadi mahasiswa saya seringkali berpikir jika mereka bisa saja menyampaikan perkataan milik orang lain.				
19.	Mahasiswa saya berpendapat tidak apa-apa menggunakan penjelasan dari teori atau konsep yang sudah lampau karena akan tetap sedemikian rupa.				
20.	Mahasiswa seringkali berpikir kalau tidak ada yang namanya plagiarisme diri sendiri (*self plagiarism*) karena bukan "mencuri" namanya jika dilakukan pada diri sendiri				

21.	Beberapa mahasiswa saya berpikir kalau tidak masalah menggunakan tugas mereka yang lalu untuk menyelesaikan tugas yang akan datang tanpa memberi referensi (karena itu tugas mereka sendiri).				
22.	Mahasiswa saya berpikir kalau plagiarisme diri sendiri (*self plagiarism*) seharusnya tidak mendapatkan hukuman yang setimpal dengan pelaku tindakan plagiarisme lain.				
23.	Saya percaya jika ada mahasiswa yang menggunakan beberapa bagian dari karya yang sudah diterbitkan untuk tugas mereka pada topik tertentu.				
24.	Mahasiswa saya seringkali berpikir jika pemilik tugas sudah memberikan ijin, maka menggunakan tulisan yang bersangkutan adalah hal yang wajar.				

Appendix 8

Interview Guide

1. Apakah anda merasa bahwa ada mahasiswa yang menganggap media non-cetak (klip suara, klip video, gambar, dsb.) tidak harus dicantumkan dalam daftar referensi?
2. Apa pendapat anda saat ada mahasiswa yang berpikir kalau, "meminjam tugas bukanlah tindakan plagiarisme"?
3. Apa opini anda terhadap mahasiswa yang menggunakan tugas lamanya untuk membuat/menyelesaikan tugas barunya?

Appendix 9

Transcript of Interview Sessions

- Lecturer 1

R: "The first question is do you feel that you have student who think that non-printed media (sound clip, movie clip, pictures, etc.) is not necessary to be put in a reference list?"

L1: "Mmm … Sound clip should be transcripted, then put it in students' assignment and referencing it."

R: "So in your opinion as a lecturer, why do you think such mindset exist? Why do they think of it that way?"

L1: "I think they did not learn plagiarism well. Therefore, they do not know signs of plagiarism. Which act is plagiarism act, which one is not. It is not their fault because we have no official guidebook published by this university, or maybe from another university, that gives limitation of how much a student could quote. There is no clear signs of that, so student think, 'Is it considered as plagiarism act or not?' They do not understand."

R: "So it is more like they are not truly understand, isn't it? About these signs. They do not really know if their act is allowed or not."

L1: "Yes."

R: "Alright, that was about printed media. From your personal experience, have you ever done or maybe will do something as a solution of this problem?"

L1: "If I want to check plagiarism level for each student, it would be difficult because we have to spend time to check whether they did their assignment one by one or step by step. In the end we, or I personally, believe that students know, assume, what plagiarism is. That is it. I think it would be great if plagiarism is introduced in any subjects. So, when students are going to make thesis, they know about plagiarism already."

R: "What do you say if your students think that, 'borrowing task/homework is not a plagiarism act'?"

L1: "Ha? We categorized it as a plagiarism act. The point of it is plagiarizing because academic honesty should let the writer mention who originally has the idea. So if he borrows an assignment, it means that he borrows someone else's idea. It is okay if he borrows it and admit that A or B is the owner. It is accepted.

But if he does not give credit to the owner of the idea, it is a plagiarism act. Whatever idea that is taken by the student should be admitted that he takes it."

R: "The point is to quote the source of the idea, right?"

L1: "Yes. Or maybe finding another idea. A distinct one. Then, it can be categorized by a real assignment. If someone takes an idea or assignment of someone else, that is duplicating or plagiarizing."

R: "Based on that matter, have you ever point a student out? I mean you asked him, 'You copied you friend's work, right?'"

L1: "Both of them have failed that subject."

R: "So you have done it?"

L1: "Yes, I have. Some lecturers as well. That was clearly cheating. An academic dishonesty."

R: "So in your case, you took action rightaway?"

L1: "Yes. If the one being cheated does not want being cheated, then do not give it. Same goes to assignment. Do not give it if you do not want to."

R: "Yeah because in this case, the owner of the assignment gave permission. Sometimes students think, 'Oh my friend has permitted me so it is okay to borrow it,' whether a part or a whole assignment."

L1: "I know, right? The owner of the assignment should have realized that, 'This is my idea.' He could lend it in order to give inspiration, but he should warn the borrower, 'This is my idea. Please do not copy it as it is, as I wrote it, except you want to credit me in your work.' They can do that. The problem is sometimes students do not understand writer's ethic code. They should know that the work they have lent is the writer's copyright. Borrowing is acceptable as long as quoting the original writer. The one lending his work should realize as well that the work is his idea. If he does not realize that, he would easily lend his work without warning the borrower about writer's ethic code."

R: "What is your opinion to the students who use their old task/homework to finish their upcoming task/homework? For example, subject of Writing 1 and Writing 2 that coincidentally have a same topic. A student use an assignment that he had collected in Writing 1 in Writing 2 as well. How about it?

L1: "That is autoplagiarism."

R: "Or selfplagiarism."

L1: "Ye, selfplagiarism. Some called it selfplagiarism, some called it autoplagiarism. It is still a plagiarism act even though the idea came from himself. The proper way to do it is paraphrasing it."

R: "So you allow student to do that as long as they quote it, don't you?"

L1: "Yes, I do. For example my first task is in the name of me, L. I am this 'L'. In the next assignment, I reprocess my first assignment. I quote my own name because I admit that the first assignment is mine. I still have to paraphrase it."

R: "Oh so you mean … not copy-pasting the whole exact assignment, but paraphrasing, reprocessing, and any other way first."

L1: "Yes. That is what truly happened in academic world. Selfplagiarism is not allowed. In our context, no one blame it. None will ask it."

R: "So far, ya?"

L1: "Yes, so far. But in western countries, one idea to another, even if the writer is the same, it should be quoted as well. That's why westerner is extremly strict with plagiarism regulation. If it is here, people will think, 'Why should I quote my own self?' In western educational context, you said that idea on that time. Therefore, you have to respect your idea on that time. That is what they hold firm in their academic world. That is what should have taught to students here."

R: "Yeah because it was their previous task. They seemed to think, 'I am the one who made this anyway.'"

L1: "That is the reason why people write, 'Name, year,' right? The 'year' there showed that the idea came in that year! Even if you are still the exact same person today, you have to admit that this idea was your idea in that year. It is all about respecting a person's idea, even if that person is yourself."

R: "Alright. Now, it is actually similar with previous questions. What do you think is the solution?"

L1: "That is what I have said. There is no clear signs about plagiarism. The dos and the don'ts."

R: "So like quoting, how much a student could quote. Maybe that kind of thing should be clearer, right?

L1: "Correct. There is no such thing as how much quoting is tollerated."

R: "It means that it should be difference like … it has level of it. For example level one is students' assignment is given back to him, until finally last level is drop out."

L1: "Yes, it could be that way. As long as we, the lecturer, are serious of making it."

- Lecturer 2

R: "The first question is do you feel that you have student who think that non-printed media (sound clip, movie clip, pictures, etc.) is not necessary to be put in a reference list?"

L2: "Yes … A lot of students think that way, actually."

R: "Why do you think students think that way?"

L2: "One, they do not know about copyright. They should give credit to the owner of the material. Second, students tend to underestimate. Why do they underestimate? Because it is not clear yet … the punishment. What is the punishment? None."

R: "So what you mean is the punishment is kind of abstract, isn't it? Still unclear?"

L2: "Correct. It is still unclear so they tend to think that way."

R: "They think that it is acceptable, I see."

L2: "The third one maybe because it is a picture, unlike text that could be detected by … what is the name?"

R: "Plagiarism checker?"

L2: "Yes. That kind of application. They assume that those kind of media are difficult to detect."

R: "So can we say that they intentionally cheating? Based on the third reason."

L2: "Not really. We cannot really blame them because of that, consider the first reason."

R: "Because they do not really know? Okay."

R: "Alright so it was about non-printed media. Personally, have you ever done or think something to prevent this to happen?"

L2: "For me, I would like to talk to them personally first. We have a huge amount of students here, so we cannot really give attention to each of them. Our task as a lecturer is exhausting. I think we need to do this kind of thing all at once."

R: "Like educating all students in this university at once?"

L2: "Yes. Whether having socialization or seminar, that could be. Or maybe including education of plagiarism in each curriculum of each faculty."

R: "What do you think, as a lecturer, if one of your students think that, 'borrowing task/homework is not a plagiarism act'?"

L2: "A task borrowed from senior or friend? From another class or what?"

R: "Just in general from a person that the student know. It could be friend or senior. The point is he thinks that borrowing task or assignment is not a plagiarism act. How do you look at it?"

L2: "Plagiarism act usually copy a part of someone's work. If the whole work is copied, that is not plagiarism anymore. That is photocopying."

L2: "I think that is cheating. That is a part of plagiarism. Even worse if he completely copied the borrowed work without adding any original idea, or at least giving credit. Paraphrasing is fine as long as he quote his friend's name because it is not the problem of the assignment, but the idea in it."

R: "Related with that, have you ever point out a student? Like asking, 'You copied your friend's work, didn't you?'"

L2: "In my case, I have seen a powerpoint that is taken by my student from a website. The powerpoint is just the way it is."

R: "So it was not just a paper?"

L2: "No. The powerpoint for their presentation was taken completely from a certain website. Sometimes I try to guide them, but sometimes I just keep it in my heart."

R: "What is your opinion to the students who use their old task/homework to finish their upcoming task/homework? For example, subject of Writing 1 and Writing 2 that coincidentally have a same topic. A student use an assignment that he had collected in Writing 1 in Writing 2 as well. How about it?"

L2: "That is a plagiarism act, in my opinion."

R: "So, similar with the previous two questions, what do you think you can do to prevent that?"

L2: "Make a proper punishment, to what extend students could use it."

R: "So for example if they want to quote, how much they could quote. Maybe things like that should be clearer, am I right?"

L2: "Exactly. How severe the punishment is for certain plagiarism act. The punishment should be versatile."

- Lecturer 3

R: "The first question is do you feel that you have student who think that non-printed media (sound clip, movie clip, pictures, etc.) is not necessary to be put in a reference list?"

L3: "I do."

R: "You do?"

L3: "I do."

R: "In your opinion, why do they think that way?"

L3: "Because usually, in reference list, students put in researches like book or journal. Am I right? Those are printed media that they put in. So when the students take, for example, learning media from YouTube, they usually did not put it in the reference list but they will just put the screenshot of it. There will be no reference of it in reference list."

R: "So the point is they put it in their task but not in their reference list?"

L3: "Yes."

R: "Okay. Now if the case is, for example, you know certain student did it. What will you do? Will you give them guidance or anything"

L3: "Yeah, sometimes I give them guidance. I discussed it with them directly so they know how to cite non-printed media in reference list to avoid plagiarism act."

R: "What do you say if your students think that, 'borrowing task/homework is not a plagiarism act'?"

L3: "Actually, there are many students do that. Usually it will happen in the last session of 3rd or 4th semester of doing final project. What I will do is making a contract beforehand, give them instruction that they should make their assignment without any copy-paste from other's work. If there is, if they quote something, they should put it in their reference list. If there is any student who borrow other students' assignment, I have prepared the consequences. In case I found two or more assignments are similar one to another, I will only score the first one. The rest of them will be 0 whatsoever and I assume that those assignments copied the first one I read."

R: "No matter how many the latter assignments, it will be scored as 0?"

L3: "Yes. That is the consequence. I have told them in the beginning. As far as I know, I rarely found plagiarism act in my class because they know my rule already. Therefore, they, especially those who want to lend his work, tend to think that they will be marked as a plagiarist if their work is found by me as the second or third one."

R: "Even if they actually are not the culprit?"

L3: "I do not care. It wastes my time if I trace them one by one. I have made that contract and so far I never really see my students did that."

R: "It means that you give that contract in order to make them think twice before they lend their task, doesn't it?"

L3: "Yes, correct. That is one strategy to change their mindset that it is not allowed to tho that. I teach them not to borrow other students' work. If they want to see an example of that work, find a research from an expert. Their friend is not an expert, so I will not allow them to borrow his work."

R: "What is your opinion to the students who use their old task/homework to finish their upcoming task/homework? For example, assignments in Writing 2 and Writing 3 have the same topic, so your student reuse his assignment in Writing 2 to Writing 3. He collects it in Writing 3. What is your opinion about that?"

L3: "In my opinion, those assignments will match their instructions. Seeing from your example, I believe that those assignments will not be the same. Assignments in each semester will have different difficulties. If they collect assignment from Writing 1 to Writing 2, it will not meet the criteria in Writing 2 so it will give a small score. It does not matter for me. I think that is just fine, but that is the consequence."

R: "Even with the same topic?"

L3: "For example in Writing 1, name is Basic Writing now, the instruction is, 'Please make a recount text only in a paragraph.' There, okay? Then in Writing 2, it will have different instruction."

R: "Compared to the previous one?"

L3: "Yes. 'Please make an essay about your experience.' That is recount text, isn't it? 'Minimum of 3 paragraphs.' If a student collect it the assignment in Writing 1, he will get a minimum score."

R: "Okay, that is that. If you know, or maybe caught, your student do that, what do you think will be the solution?"

L3: "I let them see in the beginning of our meeting about my scoring rubric. In Writing 2, take example. I let them know my scoring rubric there will be different than the one in Writing 1. As a result, they know and obey my saying. If they still do that, that is their own fault. I have let them know first. Their score will be low"

R: "Because it does not suit the criteria in Writing 2?"

L3: "My point, it is impossible of learning objectives in Writing 1, Writing 2, and Writing 3 will be the same. I am sure it will be different."

- Lecturer 4
R: "Do you feel that you have student who think that non-printed media (sound clip, movie clip, pictures, etc.) is not necessary to be put in a reference list?"

L4: "Yes. Maybe an amount of students think that way, right? Because they only know reference for printed media only, so they thought it was nothing much. They are used to get inspiration from printed media. They do not have proper knowledge on these non-printed media, so most of them will cite those sources inappropriately."

R: "Alright so those type of students exist. Do you have any solution about it? So students know that, 'Hey, this one should be properly quoted,' in order to prevent them doing academic misconduct."

L4: "Is this about supervising session or teaching session?"

R: "Generally."

L4: "When lecturers teach, they should give an understanding or knowledge about plagiarism to their students. This is digital era. Non-printed media become more and more common. A professor from foreign university has an online course, for example. We could cite this because he is an expert. This is what we should tell

the students. As long as they know the source and they can cite it properly, they can use it. This kind of thing should be included in students' guidebook. Or maybe thesis guidebook. It could be introduced as well in certain subject when students are told to make a paper.

R: "Okay that was the first question. Now move on to the second one. What is your opinion when your students think that, 'borrowing task/homework is not a plagiarism act'?"

L4: "We actually expect and respect originality and creativity in university level of students, as the result of their hardwork, whether their work in or outside the classroom. Whether it is an individual or group work. We do hope they keep their originality and honesty. If any of them borrowed an assignment, it means that the idea does not come from himself."

R: "Not an original idea, right?"

L4: "Yes. Idea is expensive. It is not easy when people receive idea. They cannot just smoke and then an idea come, right? We need to read a lot, especially in this academic field. Source of inspiration could come by reading or watching educational stuffs. It is never that easy. So if a student borrows his friend's work all of a sudden, there is no learning process there. He just play it easy."

R: "That was from the borrower. How about from the lender? Any opinion about it?"

L4: "I am still using the same method until now if I give my student a project type of assignment. In the beginning of our meeting, I said that no student shall have the same assignment. If there are 2 students with the exact same assignment, or 2 groups of student, I will call them to my office. One of them should admit their wrong doing. If none admit it, I make them failed the subject. If any of them admitting, the one who borrow will fail the subject or the score will be very low. I should also look at how bad his plagiarism act is. The one who lent it, because I have said it in the beginning, I decrease his score but just a little. That is the consequences. I have made that kind of students failed my class."

R: "So here is the case. Let us say there are 2 subjects those are similar one to another. For example Writing 3 and Scientific Writing. What is your opinion to the students who use their old task/homework to finish their upcoming task/homework? So his past work, whether the whole or a part of it, is brought in order to finish the new assignment."

L4: "Well, that is actually not allowed because that is considered as autoplagiarism, especially in academic field. When we have produced a work, and we want to take a part of it, we should refer it to ourself at that time. It is common for researcher to cite his own past work because, ethically speaking, it should be cited whatsoever. Students need to know about it."

L4: "Sometimes we, lecturer, when we want to quote a theory in 2 different researches, we try to paraphrase it differently."

R: "Even when the theory is actually the same?"

L4: "Yes, we should. That is the challenge. We know our own past work, right? When we want to use the same theory, we could reuse it. Just make the writing style different."

R: "But how about an idea? Can't we reuse it?"

L4: "What do you mean? If it is just the main topic …"

R: "Yes, main topic only."

L4: "No problem. A writing should be specific. There is a main topic, but it should be dug deeply. For example, I want to write about plagiarism. Previously, I wrote why people plagiarizing. Next, I will write people's perception of plagiarism. The main topic remain the same, that is plagiarism. Get it?"

R: "Yes."

- Lecturer 5

R: "Question number 1, and the rest of it later, about plagiarism but more specific. Do you feel that you have student who think that non-printed media (sound clip, movie clip, pictures, etc.) is not necessary to be put in a reference list?"

L5: "It is not just 'I feel'. It exists hahahaha. My experience is that, 'Sir, how to quote those non-printed media?' In my opinion, that kind of thing is, for me, a material to explain more about plagiarism. 'This is how you do it.'"

L5: "In the beginning they are all like that. 'How to quote it, sir?' Then they will be, 'Oh so there is a way to quote it.' They did not know yet."

R: "It means that this is a lesson for students beside your actual subject?"

L5: "Sometimes, yes. Some students asked me, even actually I am not their thesis supervisor, for supervision like, "Sir, I want to ask. Is this one correct?' I take it as

an obligation as a lecturer, as a teacher. I do know how to quote, so why don't I share it?

R: "What do you say if your students think that, 'borrowing task/homework is not a plagiarism act'?"

L5: "Oke. Borrowing task … hehehe … it depends on students' purpose. If they borrow it to see, 'Oh this is how it is done,' that is fine. If a student copy his friend's work, and both are exactly the same, I would call them. But, again, if he just borrow it in order to find out, 'How to make this assignment?' 'Okay so this is how.' That is no big deal."

R: "In other word, you divide those kind of students into two type. Borrowing to copy, to cheat, and the other is to give him example. Am I right?"

L5: "Yes, because some students have specific learning style. Some feel easier if they are given example. We cannot blame them. They will think, 'How to make an article?' Let them see it. They simply cannot understand plain explanation. They have to see it by themselves. Give them the stuff. That is an example of learning style."

R: "So as a lecturer, you cannot completely put the blame on them?"

L5: "If they copy it, then that is it. That is another case. I need to clarify who has this assignment? Why he copied it and else. In my opinion, being a teacher has no similarities with a police. No. We judge the culprit, like, no. At least I will not do that. I would rather help and fix his problem."

R: "So here is the thing. Sometimes, there are subjects that are not the exactly the same but similar one to another. For example, Writing 3 and Scientific Writing. What is your opinion to the students who use their old task/homework to finish their upcoming task/homework? So they reuse assignment task in order to fulfill his next assignment, whether it is a whole document or just an idea of it."

L5: "Okay. Old assignment for a new subject. Here is the thing. It depends, alright? It depends on the subject because each has different learning purposes. For example, assignment in Writing 3 is used again in Scientific Writing. Now take an attention to Writing3. What are the aspects of it? What are the aspects of Scientific Writing? If the aim is the same, and they write an assignment for two subjects, I usually recommend him like, 'You can use it, but there must be something new in it.' It is just like a scientific research. 2 researches could have the same topic, but add something new in the newer research. I will allow them to

do so, but not 100% the same. That is just lazy and he has no good character. If they said, especially because I like honesty, something like, 'Sir, I have written this before. How about it? I said okay, we can explore it. Add this, this, and this, so he will be developed."