

HOW IS INFORMATION LITERACY IN ADDRESSING PLAGIARISM FOR NEW STUDENTS AT ISLAMIC HIGHER EDUCATION?

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ABSTRAK

This study investigates the role of information literacy in preventing plagiarism among first-year students at an Islamic higher education in Surabaya. Employing a case-study approach with a collaborative research design, this study seeks to improve learning practices within the classroom setting. The overall level of plagiarism among the participants falls within the moderate category, with most instances involving source-based plagiarism. Journals are the primary information sources from which students tend to appropriate content. Despite this, their information literacy skills are generally categorized as good. Most students demonstrate the ability to identify, interpret, and analyze information, enabling them to construct new understandings. The findings highlight that first-year students possess promising information literacy potential; however, this must be supported by stronger comprehension of plagiarism and its academic consequences. Enhancing students' awareness of academic integrity is crucial for improving both their scholarly performance and their credibility within Indonesian higher education. This study underscores the importance of cultivating an academic culture that discourages plagiarism and promotes ethical information use. Strengthening information literacy alongside ethical awareness is essential to ensuring that plagiarism does not become an entrenched habit among new university students.

Kata Kunci: Information Literacy, Plagiarism, New Students, Islamic Higher Education.

Abstract

Penelitian ini bertujuan untuk mengkaji peran literasi informasi dalam mencegah terjadinya plagiarisme pada mahasiswa baru di salah satu perguruan tinggi keagamaan Islam di Surabaya. Dengan menggunakan pendekatan studi kasus dan desain penelitian kolaboratif, penelitian ini berfokus pada upaya peningkatan praktik pembelajaran di dalam kelas. Tingkat plagiarisme yang ditemukan berada pada kategori sedang, dengan sebagian besar kasus berupa plagiarisme sumber. Jurnal merupakan sumber informasi utama yang paling sering disalahgunakan oleh mahasiswa. Meskipun demikian, kemampuan literasi informasi mahasiswa secara umum berada pada kategori baik. Sebagian besar mahasiswa mampu mengidentifikasi, menafsirkan, dan menganalisis informasi sehingga dapat membangun pemahaman baru. Temuan penelitian ini menunjukkan bahwa mahasiswa baru memiliki potensi literasi informasi yang cukup menjanjikan. Namun, potensi tersebut perlu didukung dengan pemahaman yang lebih kuat mengenai tindakan plagiarisme dan konsekuensi akademiknya. Peningkatan kesadaran terhadap integritas akademik sangat penting untuk memperkuat kinerja ilmiah serta kredibilitas mahasiswa di perguruan tinggi Indonesia. Penelitian ini menegaskan pentingnya membangun budaya akademik yang menolak praktik plagiarisme dan mendorong penggunaan informasi secara etis. Penguatan literasi informasi yang dibarengi dengan kesadaran etis menjadi kunci agar tindakan plagiarisme tidak berkembang menjadi kebiasaan di kalangan mahasiswa baru.

Keywords: Literasi Informasi, Plagiarisme, Mahasiswa Baru, Perguruan Tinggi Islam.

A. Introduction

"Explosion of information" in the digital age requires us to do the thoroughness in obtaining and using information.¹ Because nowadays, information is a valuable commodity for learners. At the same time, information literacy has increased as one

¹ Geoff Walton, "Information Literacy Is a Subversive Activity: Developing a Research-Based Theory of Information Discernment," *Journal of Information Literacy* 11, no. 1 (2017): 137-155.



of the essential concepts amid the oneness of the explosion of information.² Thus, it is reasonably reasoned when Tirado and Munoz suggest information literacy needs to be used as part of curriculum design at higher education institutions. These suggestions seem to be considered. Otherwise, colleges will face serious challenges, one of which is plagiarism.³

Plagiarism becomes a crucial problem in many aspects, not an exception to higher education. The action of using ideas, words, or other works without recognizing the source can be intentionally or accidentally.⁴ Deliberately in a sense when a student downloads a paper and report it as his work.⁵ Unintentionally in the context of a student does not understand how to correctly acknowledge the source of information in a research. This context is issue an academic integrity in higher education.⁶

Several surveys were conducted as efforts to calculate the prevalence of plagiarism have been done, especially in the United States and Canada.⁷ The study also performed by Kidwell & Kidwell⁸ and Bretag, et. Al.⁹ in Australia. They investigate student involvement in the act of plagiarism on the work of others. In the context of higher education, as Helen MacLennan believed,¹⁰ student plagiarism is attributed to "dishonesty". Whereas student work, in Keck's argument,¹¹ is to develop their competence in responsible text research.

Therefore, some studies have found that plagiarism is "widespread" among students.¹² Palmer, Pegrum, and Oakley, confirmed the action of plagiarism is an issue that must be addressed holistically in academic institutions.¹³ Thus, as an academic human, students are responsible for understanding what plagiarism is and how to avoid it. In making a paper, for example, students may use the words or ideas of

² Hong Huang et al., "The Correlation between Out-of-School and in-School Reading Resources with Primary School Students' Reading Attainment," *Information Research* 24, no. 3 (2019).

³ Alejandro Uribe-Tirado and Wilson Munoz, "Information Literacy Competency Standards for Higher Education and Their Correlation with the Cycle of Knowledge Generation," *Liber Quarterly* 22, no. 3 (2012).

⁴ Tracey Bretag, "Challenges in Addressing Plagiarism in Education," *PLoS medicine* 10, no. 12 (2013): e1001574.

⁵ Ravinder Koul et al., "The Influence of Achievement Goal Orientation on Plagiarism," *Learning and Individual Differences* 19, no. 4 (2009): 506-512.

⁶ Patricia I Fusch et al., "The Ethical Implications of Plagiarism and Ghostwriting in an Open Society," *Journal of Sustainable Social Change* 9, no. 1 (2017): 4.

⁷ Julia M Christensen Hughes and Donald L McCabe, "Academic Misconduct within Higher Education in Canada.," *Canadian Journal of Higher Education* 36, no. 2 (2006): 1-21.

⁸ Linda A Kidwell and Jenny Kent, "Integrity at a Distance: A Study of Academic Misconduct among University Students on and off Campus," *Accounting Education: an international journal* 17, no. S1 (2008): S3-S16.

⁹ Tracey Bretag et al., "Contract Cheating: A Survey of Australian University Students," *Studies in higher education* 44, no. 11 (2019): 1837-1856.

¹⁰ Helen MacLennan, "Student Perceptions of Plagiarism Avoidance Competencies: An Action Research Case Study," *Journal of the Scholarship of Teaching and Learning* 18, no. 1 (2018): 58-74.

¹¹ Casey Keck, "Copying, Paraphrasing, and Academic Writing Development: A Re-Examination of L1 and L2 Summarization Practices," *Journal of Second Language Writing* 25 (2014): 4-22.

¹² Guangwei Hu and Xiaoya Sun, "Institutional Policies on Plagiarism: The Case of Eight Chinese Universities of Foreign Languages/International Studies," *System* 66 (2017): 56-68; Diane Pecorari, *Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use* (McGraw-Hill Education (UK), 2013).

¹³ Anne Palmer, Mark Pegrum, and Grace Oakley, "A Wake-up Call? Issues with Plagiarism in Transnational Higher Education," *Ethics & Behavior* 29, no. 1 (2019): 23-50.

others. However, it is necessary to study more in-depth, so that it can be poured into own thought and analysis.¹⁴

As a way out, researchers offer information literacy for students, especially new students. The effort was made for new students to have the ability to analyze the information obtained carefully.¹⁵ Especially, in this digital era, information is dispersed very quickly and sporadic. Indeed, the digital world can help facilitate the needs of student information. However, the success of students' transition to higher education requires the ability and skills of good information literacy to enhance their educational experience.¹⁶

Through information literacy, students are devoted to obtaining and using information quickly, precisely, and accurately. Information literacy is one of the tools that higher education institutions can use to hone students' ability to find, study, and use information.¹⁷ Similarly, these skills are aimed at preparing students for the proper processing of data in their academic practice.¹⁸

In the draft research, information literacy in education has become one of the essential problems in the context of new students in Indonesia. This is an essential component for new students to acquire competence to meet the needs of the growing community of information.¹⁹ By discussing information literacy, it means expanding the study and horizon of student thought. This is what will be the basis for drafting a scientific paper. With the development of information in many forms and formats, scientific papers face the challenge of plagiarism. Therefore, the study aims to analyze information literacy in avoiding plagiarism for new students. Limited research related to information literacy in Indonesia, in terms of plagiarism, then this also becomes the basis of this research.

Some related research about the relationship of information literacy and plagiarism is not widely done, one of them is a study conducted by Zhang and Almani, in that study the researchers mentioned that the case of plagiarism became an important problem in Canada. a proper understanding of academic integrity, guidelines for plagiarism, and digital technology are central to the sustainability of education at the university level. However, the ease of digital access in the current era, cases of plagiarism are very vulnerable to occur. Like the high cases of plagiarism that occur in Postgraduate students in Canada.²⁰ So that Zhang and Almani gave

¹⁴ Muhammad Ramzan et al., "Awareness about Plagiarism amongst University Students in Pakistan," *Higher education* 64 (2012): 73-84.

¹⁵ Tiffini A Travis, "From the Classroom to the Boardroom: The Impact of Information Literacy Instruction on Workplace Research Skills," *Education Libraries* 34, no. 2 (2011): 19-31.

¹⁶ Philip Russell et al., "Creating, Sharing and Reusing Learning Objects to Enhance Information Literacy," *Journal of Information Literacy* 7, no. 2 (2013).

¹⁷ Pam Barnett, "Setting a Strategic Direction for Information Literacy at The University of Western Australia," in *5th International Lifelong Learning Conference, Yeppoon, CQU*. Retrieved from [Http://Www. Library. Uwa. Edu. Au/_data/Assets/Pdf_file/0011/558929/Setting_a_strategic_direction_for_information_literacy_at_UWA. Pdf](http://www.library.uwa.edu.au/_data/Assets/Pdf_file/0011/558929/Setting_a_strategic_direction_for_information_literacy_at_UWA.Pdf), 2008.

¹⁸ W Steven Barnett et al., "Two-Way and Monolingual English Immersion in Preschool Education: An Experimental Comparison," *Early Childhood Research Quarterly* 22, no. 3 (2007): 277-293.

¹⁹ Luz Levano-Francia et al., "Digital Competences and Education.," *Journal of Educational Psychology-Propositos y Representaciones* 7, no. 2 (2019): 579-588.

²⁰ Zuochen Zhang and Alaa Almani, "Information Literacy Education and Plagiarism Issues: Inputs from International Graduate Students," *International Journal of Research in Engineering and Technology* 7, no. 7 (2018): 1-7.

information literacy knowledge in an effort to reduce it. With these problems, the researchers tried to analyze the plagiarism that occurs in new undergraduate students by providing an understanding of information literacy as an effort to prevent high rates of plagiarism in the academic environment.

The results of this study are expected to be a preventive measure to reduce the level of plagiarism of Indonesian students. Researchers take the object of research undergraduate students in the hope that students have gained an understanding of information literacy. Thus, the case of plagiarism can be resolved properly. This research is interesting because there are not many studies using new students as the main informants. New students will have a culture and a good attitude in avoiding plagiarism for their studies while in college.

B. Theoretical Review

It is discussed about information literacy and conceptual actions of plagiarism. The next will be displayed regarding the urgency of information literacy for new students. The information in this section becomes a basic construction to explore the critical factors of the information literacy framework to avoid new student plagiarism in islamic higher education.

1. Plagiarism as a Case

Plagiarism is defined as the act of taking someone else's writing and regard it as their own. This is a counterfeit, hijacking, and fraud and is expressed as a serious academic crime.²¹ This is also a violation of copyright law.²² In historical contexts, the word ' plagiarism ' is rooted in the Latin *Plagiarius*, or kidnapper; In the 17th century, the word *plagiary* refers to the ' kidnappers or abductions'.²³ Nowadays, plagiarism is regarded as stealing the words or ideas of others. Simply, this type of theft happens when someone presents all of his or her writings published by another author, without attribution. However, it is much more common for an individual to partake in the writing of one scholar and present it as his.²⁴

As a case, plagiarism is labeled as "piracy" intellectually,²⁵ that violates basic academic values,²⁶ prevents learning, dissemination of new knowledge, and integrity of scientific records.²⁷ Thus, it is not surprising that Elliot, Marquis & Neal constructed that plagiarism as an unethical activity allows many people to do, with

²¹ Stuart P Green, "Plagiarism, Norms, and the Limits of Theft Law: Some Observations on the Use of Criminal Sanctions in Enforcing Intellectual Property Rights," *Hastings LJ* 54 (2002): 167.

²² Roger Clarke, "Plagiarism by Academics: More Complex than It Seems," *Journal of the Association for Information Systems* 7, no. 1 (2006): 5.

²³ James Arthur, Jon Davison, and William Stow, *Social Literacy, Citizenship Education and the National Curriculum* (Routledge, 2014).

²⁴ Blaise Cronin, "Self-Plagiarism: An Odious Oxymoron," *Journal of the Association for Information Science & Technology* 64, no. 5 (2013): 873.

²⁵ Brittney Hansen, Danica Stith, and Lee S Tesdell, "Plagiarism: What's the Big Deal?," *Business Communication Quarterly* 74, no. 2 (2011): 188-191.

²⁶ Bruce R Lewis, Jonathan E Duchac, and S Douglas Beets, "An Academic Publisher's Response to Plagiarism," *Journal of Business ethics* 102 (2011): 489-506.

²⁷ S M Yentis, "Another Kind of Ethics: From Corrections to Retractions," *Anaesthesia* (Wiley Online Library, 2010).

academics are no exception.²⁸ More than that, Schminke, noting that plagiarism is sometimes done by experienced writers.²⁹ Among students, one of the reasons that affect plagiarism is their incomprehension of plagiarism and how it can be avoided.³⁰ Students do not fully understand what constitutes plagiarism. Some students plagiarize accidentally, when they are unfamiliar with the right way to cite, refer to, or paraphrase.³¹

On the other hand, in this era, information is easily accessible with technology. Koul et al. reveal,³² that in this era, we have "overflow" information that can affect the attitude towards plagiarism. Some other authors also stated that the Internet has increased the potential for plagiarism because the information is easily accessed through new technologies.³³ The Internet has provided easy access to much knowledge and learning materials. This provides opportunities for students to download and easily copy-paste information.³⁴ Online resources are available and allow the flow of information to be produced continuously. With the ease of students in accessing information in the digital world, Chang et., al, state that students may tend to ignore academic ethics and plagiarism.³⁵

Meanwhile, Park gives arguments that low student academic skills such as writing skills (knowing how to find sources, discussion of data, citing, etc.) and conducting research skills are another factor that causes plagiarism.³⁶ Therefore, academic culture in the college environment needs to be built by understanding the urgency of conducting research. At the same time, the concepts, practices, and skills necessary to do so must be mastered.

2. Information Literacy in Class Learning

The American Library Association, defines information literacy as the ability to recognize information needs and to discover, evaluate, and utilize effectively the necessary information.³⁷ Some researchers, such as Langford and Owusu-Ansah have expanded this definition to better illustrate the concept, describe the results of information literacy, and provide frameworks for information literacy education.³⁸ Furthermore, Eisenberg and Berkowitz, adopted the characteristics of information literacy as expressed by ALA and emphasized the importance of using

²⁸ Teresa L Elliott, Linda M Marquis, and Catherine S Neal, "Business Ethics Perspectives: Faculty Plagiarism and Fraud," *Journal of business ethics* 112 (2013): 91-99.

²⁹ Marshall Schminke, "Editor's Comments: The Better Angels of Our Nature—Ethics and Integrity in the Publishing Process," *Academy of Management Review* (Academy of Management Briarcliff Manor, NY, 2009).

³⁰ Lori G Power, "University Students' Perceptions of Plagiarism," *The Journal of Higher Education* 80, no. 6 (2009): 643-662.

³¹ Chris Park, "In Other (People's) Words: Plagiarism by University Students—Literature and Lessons," *Academic ethics* (2017): 525-542.

³² Koul et al., "The Influence of Achievement Goal Orientation on Plagiarism."

³³ Jereb et al., "Gender Differences and the Awareness of Plagiarism in Higher Education"; Ramzan et al., "Awareness about Plagiarism amongst University Students in Pakistan."

³⁴ Ramzan et al., "Awareness about Plagiarism amongst University Students in Pakistan."

³⁵ Chih-Ming Chang et al., "Why Do They Become Potential Cyber-Plagiarizers? Exploring the Alternative Thinking of Copy-and-Paste Youth in Taiwan," *Computers & Education* 87 (2015): 357-367.

³⁶ Park, "In Other (People's) Words: Plagiarism by University Students—Literature and Lessons."

³⁷ Vicki L Gregory, *Collection Development and Management for 21st Century Library Collections: An Introduction* (American Library Association, 2019).

³⁸ Linda Langford, "Of Special Interest-Information Literacy: A Clarification," *School Libraries Worldwide* 4, no. 1 (1998): 59-72; Edward K Owusu-Ansah, "Debating Definitions of Information Literacy: Enough Is Enough!," *Library Review* 54, no. 6 (2005): 366-374.

information-solving skills throughout the situation.³⁹ In more detail, Kuhlthau saw that information literacy is not only about recognizing when information is needed but also involves the ability to build knowledge. According to him, information literacy consists of six steps: (1) initiation of assignment, (2) topic selection, (3) initial focus exploration, (4) The formulation of focus, (5) Information collection, and (6) evaluation.⁴⁰

The need to evaluate information credibility is not something new.⁴¹ To date, most learners can expect to deal with several carefully selected collections of reference materials in the library, as well as a limited number of widely accepted authorization materials in the classroom.⁴² However, because anyone can create web pages, it's hard to know whether that information is trustworthy or not. An important point about the use of the Internet is that information is not required to bypass editorial restrictions or undergo any kind of fact-checking required in conventional printed media published.⁴³

Reluctance to seek information from a valid source such as a book, a well-indexed journal allows it to provide information with terrible quality.⁴⁴ Therefore, students must become intelligent learners and must continue to learn. Because the pace of global change has increased, so does our need to learn. Analyzing the changes in the variety of information sources, as well as a major change in technology that affects human life in all things, including education.⁴⁵

In the learning process, a teacher must be prepared to "teach students to think critically, to research, to use information intelligently. The goal is to prepare students early to "learn how to learn" and bring these skills to another field in their lives.⁴⁶ Teachers of all subjects must mix a fact-based approach with an emphasis on scientific activity-based investigations. This means enabling students to develop questions, strategies to seek answers, and formulate conclusions.⁴⁷ When students become more competent with the use of information resource options, they become aware of their learning styles and ways to assimilate their knowledge.⁴⁸

³⁹ Michael B Eisenberg and Robert E Berkowitz, *Information Problem Solving: The Big Six Skills Approach To Library & Information Skills Instruction*. (ERIC, 1990).

⁴⁰ Carol C Kuhlthau, "The Process of Learning from Information," *School Libraries Worldwide* 1, no. 1 (1995): 1-12.

⁴¹ Evi Fatimatur Rusydiyah, Zaini Tamin AR, Moh Rifqi Rahman, "Literacy policy in southeast Asia: a comparative Study between Singapore, Malaysia, and Indonesia", *Center for Educational Policy Studies Journal* 13, no. 2 (June 2023): 79-96.

⁴² Philomena W Mwaniki, "Envisioning the Future Role of Librarians: Skills, Services and Information Resources," *Library Management* 39, no. 1/2 (2018): 2-11.

⁴³ Debe Averill and Nancy Lewis, "Students and Information Literacy: High School and Postsecondary Perspectives," *Maine Policy Review* 22, no. 1 (2013): 114-117.

⁴⁴ K R Mulla, "Information Literacy for Students and Teachers in Indian Context," *Pearl: A Journal of Library and Information Science* 8, no. 2 (2014): 88-96.

⁴⁵ Daniel G Dorner and G E Gorman, "Information Literacy Education in Asian Developing Countries: Cultural Factors Affecting Curriculum Development and Programme Delivery," *IFLA journal* 32, no. 4 (2006): 281-293.

⁴⁶ Andri Pitoyo, "A Meta-Analysis: Factors Affecting Students' Reading Interest in Indonesia," *International Journal of Multicultural and Multireligious Understanding* 7, no. 7 (2020): 83.

⁴⁷ Hasan Subekti et al., "Challenges and Expectations towards Information Literacy Skills: Voices from Teachers' Training of Scientific Writing," *International Journal of Learning, Teaching and Educational Research* 18, no. 7 (2019): 99-114.

⁴⁸ Ann Grafstein, "Information Literacy and Critical Thinking: Context and Practice," in *Pathways into Information Literacy and Communities of Practice* (Elsevier, 2017), 3-28.

One successful method of developing information literacy skills is through resource-based learning that involves students to assume more responsibility for placing the material from which to study.⁴⁹ This approach develops lifelong learning skills because students learn from the sources they will use in daily lives such as books, newspapers, television, databases, government documents, subject matter experts, and others. Also, resource-based learning provides additional benefits.⁵⁰

To produce information literate learners, higher education institutions need to integrate information literacy skills across the curriculum in all areas of study at all levels. Universities that want to create learners should be involved in fair fundamental thinking about how teaching lecturers and information specialists such as librarians and media specialists can work together to achieve this goal.⁵¹

C. Method

1. Data and Data Sources

The data used in this study is based on library data with relevant references, interviews (lecturers, librarians, and new students), surveys, and classroom observations for 1 semester. The sources of informants from this study were 323 students. The others sources of informants are 40 lecturers and 6 librarians.

2. Research Design

This research was a case study,⁵² with a collaborative research design to change the practice of learning in the classroom. Researchers started the investigation by first observing the practice of academic lecturing and documenting what students understood about the preparation of papers. Researchers took approximately two months, and researchers called this phase as a descriptive phase of the study after this phase is the survey and observation phase where information literacy applied and lectures implemented according to the Semester Learning Plan.

3. Approach

A qualitative approach was used in this study to provide an in-depth presentation of data.⁵³ The goal was to understand the process and the implications of information literacy in avoiding plagiarism for new students in Indonesia. Qualitative approaches included the analysis of the content of interviews and class observations, where data is categorized under general categories and themes or components that help build information literacy frameworks for new students.

4. Interview and Intervention

The interview was conducted by researchers to identify the process and implication of information literacy in avoiding plagiarism for new students in Indonesia. These questions were primarily focused on the teaching experience of

⁴⁹ Matthew H. Kim and Frederick J. Morrison, "Schooling Effects on Literacy Skills During the Transition to School," *AERA Open* 4, no. 3 (2018).

⁵⁰ American Library Association, "A Progress Report on Information Literacy. An Update on American Libraries Association," *Presidential Committee on Information Literacy*. Retrieved March 12 (1998): 2004.

⁵¹ Grafstein, "Information Literacy and Critical Thinking: Context and Practice."

⁵² Robert Stake, *Case Study Research* (Springer, 1995).

⁵³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Notes and Queries* (Los Angeles: SAGE Publications, 2009).

information literacy processes, their reflections on student characteristics, their roles, and their pedagogical practices. Questions were also aimed at students who have done the process of information literacy that teachers have designed.⁵⁴

In the intervention phase, researchers shared notes or review results. This was done so that the students get a written assessment, and then the researcher devised the next lesson. Several educational institutions have applied the pedagogy of information literacy. Interventions were carried out in the form of timely professional development which includes explanations of theoretical frameworks related to information literacy, guiding student discourse approaches to reading multimedia text based on the theoretical framework introduced; And lastly, designing with the lesson to incorporate information literacy gradually following the curriculum of universities.⁵⁵

Table 1
Research Instrument

No.	Respondent	Indicator	Questions
1	Librarian	a. Designing information literacy programs	1) How to design information literacy programs?
	Lecturer	a. Has a lecture design for information literacy b. Implementing information literacy in the classroom c. Evaluate information literacy activities	2) How is the information literacy model implemented? 3) How are the stages of information literacy implementation? 4) How to measure/assess the achievement of information literacy that has been implemented?
	Student	a. Accessing and organizing information b. Communicate and reflect new understanding	5) How do you access the information (reference) you need? 6) Are you gaining a new understanding? How to reflect it? 7) Can information literacy help you compile papers? Give argumentation!
2	Librarian	a. In cooperation with lecturer	8) How is the role of lecturer and librarian in preventing plagiarism?
	Lecturer	a. Identify the action of plagiarism b. Classifying attempts to prevent plagiarism	9) How to identify plagiarism in students? 10) What are some tips for preventing plagiarism?
	Student	a. Correct the source/reference correctly b. Paraphrase	11) How do you make citations/quotations? 12) How do you paraphrase?
3	Librarian	a. Improving academic integrity	13) Is information literacy able to improve academic integrity? (Please mention)
	Lecturer	a. Contribute to academic work and research	14) How is the quality of papers written by students after applied information literacy?
	Student	a. Implement understanding into authentic scientific writings	15) How do you implement new understanding in an authentic form of writing?

5. Analysis

In this article, we focused on changing new students in their understanding of meaning, concerning information literacy and presented in paper form. The Data

⁵⁴ Steven J Taylor, Robert Bogdan, and Marjorie L DeVault, *Introduction to Qualitative Research Methods: A Guidebook and Resource* (John Wiley & Sons, 2015).

⁵⁵ Creswell Jw, "Qualitative Inquiry and Research Design," *Choosing Among Five Traditions* (1998).

presented in this article were based on interviews, field records inspection, documentation, and transcript of 1-semester class observation, curriculum document 2024, and transcript of in-depth interviews with lecturers, librarians and new students in This institution. Researchers need to explore various data sources allowing us to triangulate for easy analysis. The data analysis in this study refers to the analysis according to Miles, M.B. & Huberman, A.M. namely carried out by the following steps: (1) data reduction, (2) data exposure, and (3) drawing conclusions and verification.⁵⁶

D. Findings

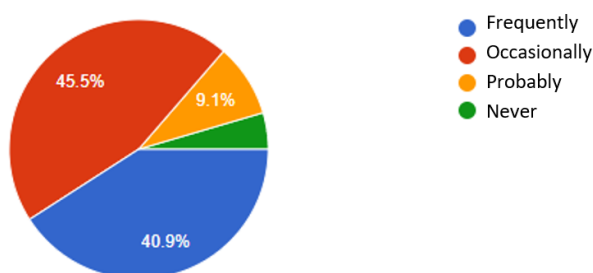
This research analyzed the implementation of information literacy in the learning process in classes aimed at avoiding plagiarism in new students. The author conducted a case study at Islamic Higher Education in Surabaya Indonesia as a research site. Some findings were focused on the frequency of plagiarism actions, the process of implementing information literacy and the implications of information literacy activities for new students.

1. Plagiarism Act

For new students, compile a scientific paper as an academic assignment was not something new. They have done so at a secondary education level. However, higher education required them to know and understand how to make good and authentic papers. Therefore, the action of plagiarism can be done intentionally or accidentally, few or many, partially or completely.

Thus, to confirm the above issue, the author digs information from several lecturers in This institution. From the process, the author obtained data that plagiarism occurred among new students in the medium category. This referred to the results of the author's survey with 40 lecturers, of which 45% stated 'sometimes', 40% said 'yes', 9% stated 'maybe', and 1% stated 'no'. As can be seen in the following figure:

Figure 1
Plagiarism Act by New Student



To follow up on the survey, the authors were looking for several lecturers to be interviewed. One of them is MS, one of the lecturers in the Study Program of Islamic Education Management Faculty of Tarbiyah and Teacher. Said:

"As long as I teach, plagiarism is sometimes happening among new students. The action of tracing the other work is in the medium category. I think the student transitions become a university student not forever going on smoothly. And it should

⁵⁶ Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994).

be recognized that the digital era contribute to the influence of new students to do plagiarism. "

The same thing was expressed by M, lecturer of the Study Program of Islamic Education Faculty of Tarbiyah and Teacher. Said:

".. According to me, plagiarism is reasonable to occur in new students. The category is medium now. The first factor, they are still beginning to study at the college level, which is certainly different from high school. Secondly, their academic skills have not been fully awakened, although some have creativity. The third factor, undeniable "flow" information on the Internet is easily accessible also causes plagiarism action... "

Indifference to the above 2 respondents, ZZ, professor of Study program of Sharia economics Faculty of Economics and Business, stated that as long as he teaches there is never plagiarism among students. The following author's interview results:

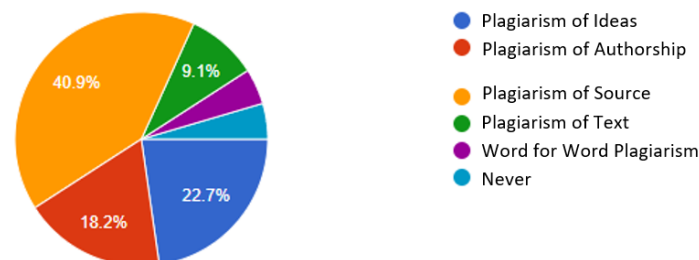
"As long as I teach in this institution never happened plagiarism. Plagiarism is due to the habit of students in duplicating the idea/work of others recognized as his idea/work. So, since the beginning of the lecture, I have confirmed that the students must negate the habit by familiarizing honesty in the work. As punishment, for those who do plagiarism then have to repeat my course. And Alhamdulillah, the action of the copy-paste does not happen"

Meanwhile, SA, one of the lecturers of the Study Program of Islamic Communication and Broadcasting Faculty of Da'wah and communication, expressly said that new students often did not understand plagiarism. According to him, this was because the students do not understand the related plagiarism itself. Here's the explanation:

"Speaking of plagiarism among new students, I argue that this action often happens among new students. The main factor is obvious because they do not understand correctly what is plagiarism? What are the types? How to avoid it? Some of these things are fundamental. Well, this can happen anytime anywhere... "

From the results of the above interviews can be known that the actions of plagiarism can not be avoided by new students with varying intensity. To detail the action of plagiarism, the author performed an investigation into the form and how to identify it. The authors got a data form of plagiarism action, among others: 40% plagiarism of source, 22%, plagiarism of idea, 18% plagiarism of authorship, and 9% plagiarism of text.

Figure 2
Plagiarism Form



In identifying the plagiarism act of students with various forms, the lecturers did several ways, including:

First, reviewing the writing. This activity was done by carefully reading the whole text to find out the mistakes (both writing, interplay style, language and content, and analysis) and excess manuscripts. This review activity was conducted by MF, lecturer of Study Program of Islamic Religious Education Faculty of Tarbiyah and teacher. Here was the narrative:

".. I did a review on a student-written paper. In my opinion, a very important review is done as a first step to checking the authenticity of the text. Language styles, quotations, data exposure, and analysis can be known through this activity. After the papers are reviewed, the paper is returned to the student to do repairs..."

Secondly, check on the search engine (Google, Yahoo, Ask, etc). In this digital era, search engines were so familiar among academics. Through these tools, we can get a lot of information, including identifying plagiarism. This is done by IS, lecturer of Study Program of Islamic education of Early Childhood (PIAUD) Faculty of Tarbiyah and teacher. He said:

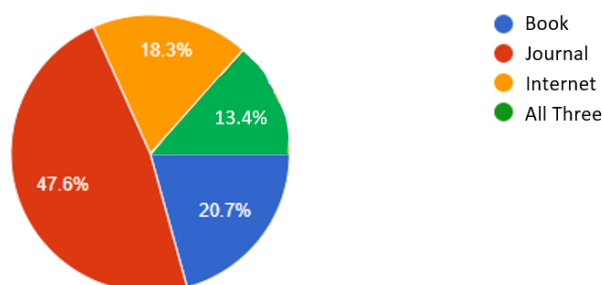
".. To know scientific writing work in the category of plagiarism or not I utilize search engines like Google or Google Scholar. This is very effective in remembering all the information available there. In one case, for example, I found the similarity of ideas and content on the writing of one of the students. The next step is to give direction to the students..."

Third, using a plagiarism checker. This paid app made it very easy to find a script for similarity. The plagiarism checker used in This institution was Turnitin. One of the lecturers who often use this application was IM, lecturer of Study Program of Sharia economics Law Faculty of Sharia and law. In an occasion, he presented:

"I use Turnitin to identify plagiarism in student writings. The app is easy and detailed once. I think many lecturers use this application. Because the institution himself made it as the main tool in checking the similarity even plagiarism."

From the survey results and interviews with several lecturers, the authors did the same to some new students. Based on the survey, the majority of new students understand the term plagiarism. They often mention they plagiarize, emulate, copy the work of others. Nevertheless, from 323 students, 18% more access information or reference from the Internet, as shown in the following figure:

Figure 3
Information Access



Although students understood the terms of plagiarism, the way of accessing information from the Internet was where plagiarism can occur. The probability of plagiarism can not be avoided as the digital era. In addition, the academic

creativity and basic understanding of plagiarism also allowed students to take action to copy other people's work.

2. Implementation of Information Literacy

In the lecture process, lecturers at this institution have the concept of teaching students to think critically, analytically, and use information well. In the course of lectures, lecturers in this institution have a concept of teaching students to think critically, analytically, and to use information well. The goal was to prepare students early on to "learn how to learn" and bring these skills to another field in their lives. Lecturers of all the fields of science integrated a fact-based approach with an emphasis on scientific activity-based research. When students became more competent with the use of information resource options, they will be aware of their learning styles and ways to assimilate their knowledge.

One successful method of implementing information literacy was through resource-based learning that involved students to assume more responsibility for placing the material from which to study. This method was performed by MF. He further revealed:

".. Information literacy can develop lifelong learning skills. Because students learn from the sources they will use in daily lives such as books, journals, newspapers, television, documents, and others. I designed the information literacy in the Semester Learning Plan (RPS) as a reference to the lecturing process. By implementing this method, students are invited to understand, implement, analyze, and evaluate the information they get from various sources. The student can create a new understanding. "

To classify the implementation of information literacy in the course of lectures, ZZ described in the following interview:

".. To implement information literacy in the classroom, I had to conceptualize it with maturity. Because this new student is a thing that is not very familiar. So, I introduce firstly to the general term of information literacy. Once they understand, I then apply the information literacy in the following steps: 1) Task Definition; 2) Information Seeking Strategies; 3) Location and Access; 4) Use of Information; 5) Synthesis; 6) Evaluating. Some of these measures I systematically apply. "

Further information on the implementation of informational literacy, the authors got from HF, professor of Study Program of Islamic education of Early Childhood who was also active in the Center for the Literacy Studies, explained:

".. I apply the digital model literacy. The basic reason is that nowadays, the digital era, information is scattered and easily accessible. To apply it, I did the following steps: 1) Ask the student to create a framework of writing; 2) Identification of materials and sources; 3) search for references and inputs to posts using the reference manager; 4) Screening through the application of Turnitin and Google search; 5) If it passes at least 25%, then it is followed by the review (track changes); 6) Student revisions; 7) re-Screening; 8. Evaluation... "

From the explanation of MF, ZZ, and HF above, it was understandable that the implementation of information literacy rested on the theory of Information literacy and the context of the lecture. Theoretically, literacy referred to the taxonomy theory Anderson (2001). However, in its application, the lecturers adapt to the objective reality of learning in the classroom. An important note that researchers got were those measures implemented systematically and sustainably.

To get more complete data, the researcher interviewed with UR (librarian on This institution) related to the movement of the library to improve the quality of students' literacy This institution. Here's the explanation:

".. We design literacy program to be three: 1) for new students with the "basic Information Literacy Training" held at the beginning of college for almost a month, is mandatory. Each meeting lasts 2 hours: 1-hour theory and 1 hour of practice; 2) Advanced literacy for final semester students, and or graduate students; 3) Special literacy for lecturers. Items 2 and 3 are optional, can be submitted, or we schedule on incoming requests. Some classes we announce online via Google form... "

For the implementation of information literacy was more optimal, the library center cooperate with lecturers and the Center for Literacy Studies. The form of cooperation with lecturers includes socialization of the "plagiarism and the use of plagiarism Checker, discussion of the design of lectures using information literacy, and the training of uploading scientific papers (thesis, thesis, and dissertation) independently on the repository. While the form of cooperation with the Center for Literacy Studies was a literacy program in schools and communities. Library and Literacy Study Center in collaboration with the faculty of Tarbiyah and Teaching (FTK) to implement community service programs literacy at several schools in Surabaya. The three institutions were also monitoring and evaluating information literacy activities in the community environment.

3. The Impact of Information Literacy Implementation

The application of information literacy in This institution was not only a standard part of classroom learning but also how new students were actively looking for the information they need. In other words, developing literacy skills through information literacy was fundamental to learn in many contexts, especially in developing a strong base underlying academic learning.

As an implication of the implementation of information literacy in the process of new student lectures, SN (lecturer of the study program of information Systems, Faculty of Science and Technology) explained that through information literacy, understanding and patterns of student thinking are increasingly open and varied. Regarding the quality of student papers, he described:

"The quality of the paper that they (new students) compile is better. This is evidenced by the quantity of reference and analysis quality. Nevertheless, the saying goes: "nothing is perfect". In other words, the implementation of information literacy that I applied also needs improvement. Students need more understanding of English language sources.

The same thing was addressed ZZ, the following:

".. Information literacy positively impacts on new students. Because this method requires students to practice a systematic thinking hierarchy to work on the writing, from the steps that are traversed the less likely to plagiarism in full... "

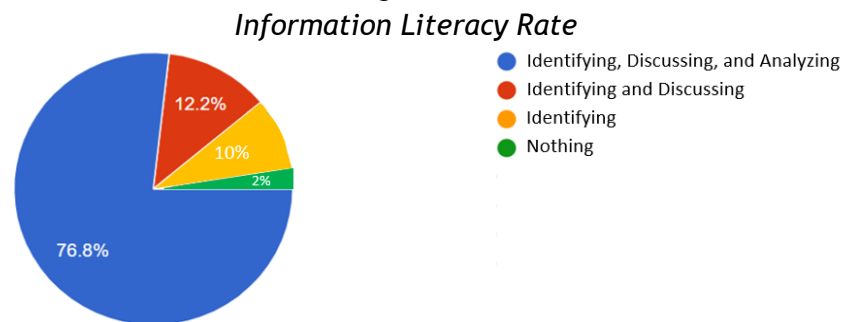
More fully, EY, the lecturer of the study program of Islamic Education faculty of Tarbiyah and teaching, explained:

".. During this time, by implementing information literacy in the course, students can prevent plagiarism. Because students are cautious in taking the source, cited, and in the process of drafting the paper. Of course, this has a significant impact on the quality of student papers. Their articles are better than ever. They are more motivated to compile reports. "

From the above interview results, we got the idea that implementing information literacy was positively impacting the classroom. There were at least some benefits of implementing information literacy, namely: the formation of a systems thinking framework, making it easier to find references, and improve the quality of analysis on scientific papers. Of these three benefits, it indeed came down to the prevention of the action of plagiarism on students, since the first year of conducting studies in college.

To increase the levels of this research objectivity, researchers confirmed to students regarding the impact of information literacy implementation for their academic work. Based on the results of the survey (via Google form) on May 17, 2020, indicating that from 323 students, 76% can identify, discuss, and analyze the information obtained, so that they gain a new understanding. That new understanding helped them reflect on what they have learned.

Figure 4



Based on the chart above, you can get an overview of the level of information literacy done by new students. Pedagogical, through the heuristic approaches they used, they can solve problems, especially regarding information needs. At the same time, students can paraphrase; An activity substituting a word or sentence on an information/reference, with a new editor that is not out of context.

From the above explanation, it was necessary to understand that the implementation of information literacy in the lecture process was information processing that put it in a much more critical and analytical position to communicate the intellectual qualities inherent in students with social context and academic ethics. Information literacy also facilitated students' understanding that they can become participants in scientific activities by avoiding the plagiarism of other people's work. That way, the credibility of students as academic well being will be awakened and accountable.

E. Discussion

This study found that the implementation of information literacy in the university relied on the taxonomy theory of Anderson.⁵⁷ This theory was used as a framework for building information literacy programs with a series of 6 levels:

⁵⁷ Lorin W Anderson and David R Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition* (Addison Wesley Longman, Inc., 2001).

remembering, understanding, implementing, analyzing, evaluating, and creating. These six steps were systematically and sustainably implemented despite some contextual development and customization. It was in line with the research of Dorner & Gorman,⁵⁸ Travis,⁵⁹ Russell, et. Al.,⁶⁰ and Kuhlthau.⁶¹ The research by Dorner & Gorman, was exploring information literacy education in Asian developing countries. By developing Anderson's taxonomy pattern, he argued that cultural factors could affect the development of the information literacy curriculum.⁶² Travis, commented on information literacy by testing various factors that could contribute to continuing and maintaining its use beyond the college experience, especially the competencies that students identified contextually with the world of work.⁶³

Meanwhile, Russell, et. Al., described the development of information literacy with Reusable Learning Objects (RLO). It explained how the source of information has been used, reused, and reused to improve the development of information literacy.⁶⁴ More concrete, Kuhlthau outlines the steps of information literacy that is developed as follows: (1) Initiation of the assignment, (2) topic selection, (3) Initial focus exploration, (4) The formulation of focus, (5) Information collection, and (6) evaluation. The need to evaluate the credibility of information was very important.⁶⁵ Therefore, students must be careful, selective, and analytic to choose the reference material either in the library, or some widely accepted information.

Although this research has some similarities with other studies that preceded it, researchers have different viewpoints in the use of information literacy. Several other studies have developed information literacy by renewing basic frameworks,⁶⁶ include in the education curriculum,⁶⁷ or redesign the steps partially.⁶⁸ Meanwhile, this research integrated the basic framework of information literacy (with its varied theories), following steps into a systematic structure in the learning process in college. The research also confirmed that information literacy was not a one-way practice, but rather a pedagogical structure that must be a culture for academic human beings.

In terms of plagiarism, this study revealed that the probability of doing plagiarism cannot be avoided as the "explosion" of information in the digital era. It was in line with Walton's opinion.⁶⁹ Therefore, he required students to do their

⁵⁸ Dorner and Gorman, "Information Literacy Education in Asian Developing Countries: Cultural Factors Affecting Curriculum Development and Programme Delivery."

⁵⁹ Travis, "From the Classroom to the Boardroom: The Impact of Information Literacy Instruction on Workplace Research Skills."

⁶⁰ Russell et al., "Creating, Sharing and Reusing Learning Objects to Enhance Information Literacy."

⁶¹ Kuhlthau, "The Process of Learning from Information."

⁶² Dorner and Gorman, "Information Literacy Education in Asian Developing Countries: Cultural Factors Affecting Curriculum Development and Programme Delivery."

⁶³ Travis, "From the Classroom to the Boardroom: The Impact of Information Literacy Instruction on Workplace Research Skills."

⁶⁴ Russell et al., "Creating, Sharing and Reusing Learning Objects to Enhance Information Literacy."

⁶⁵ Kuhlthau, "The Process of Learning from Information."

⁶⁶ Dorner and Gorman, "Information Literacy Education in Asian Developing Countries: Cultural Factors Affecting Curriculum Development and Programme Delivery."

⁶⁷ Travis, "From the Classroom to the Boardroom: The Impact of Information Literacy Instruction on Workplace Research Skills."

⁶⁸ Russell et al., "Creating, Sharing and Reusing Learning Objects to Enhance Information Literacy."

⁶⁹ Walton, "Information Literacy Is a Subversive Activity: Developing a Research-Based Theory of Information Discernment."

thoroughness in obtaining and using information. Koul et al. revealed, that in this era, we have "overflow" information that can affect attitudes towards plagiarism. He argued that there was a different orientation to see plagiarism because of the learning environment. Besides, the study revealed that the student's academic creativity and a basic understanding of plagiarism itself also became a strong factor in the occurrence of plagiarism.⁷⁰ In this regard, Hansen's research can be used as a preliminary reference.⁷¹ Furthermore, Park's writings can also be considered. However, some of these studies, just discussing how the plagiarism action took place, disregarding the powerful factors of the cause, and not many provide the prevention solution.⁷² Therefore, this study complemented it by discussing that plagiarism can be prevented through information literacy.

From the similarities and differences of this research to other research studies, this research was a vertex for how to bring about information literacy with a variety of theories and practices with cases or actions of plagiarism that to date became the challenge of the academic world. However, it should be understood that the implementation of information literacy in the lecture process is information processing that puts it in a much more critical and analytical position to communicate the intellectual qualities inherent in students with social relevance and academic ethics. Besides, information literacy facilitates the understanding of new students, that they can become "active participants" in scientific activities. This will encourage them to think about and do research not as the task of collecting information, but rather as the responsibility of building meaning that was poured out in an authentic, dynamic and analytical form of academic writing.

Therefore, higher education institutions should encourage information literacy, where new students can increase their creativity in identifying information needs, accessing credible information, discussing information, and establishing new understanding in composing academic manuscripts. Ultimately, this study has contributed to a more comprehensive understanding of the mainstreaming of information literacy in classroom learning practices, to tackle new student plagiarism in Indonesian colleges. Researchers hope that some findings and discussions of this research will be a framework for managing students and developing better coursework.

F. Conclusion

To cultivate information-literate students, the university integrates information literacy skills across the curriculum and fosters collaboration between lecturers, librarians, and literacy centers. This reflects the institution's strong commitment to enhancing critical thinking, problem-solving abilities, and information skills while reducing plagiarism among first-year students. Researchers argue that theoretical integration, systematic implementation, and consistent literacy practices contribute significantly to the optimization of information literacy. Implementing information literacy has proven to be an effective strategy for preventing plagiarism by improving

⁷⁰ Koul et al., "The Influence of Achievement Goal Orientation on Plagiarism."

⁷¹ Hansen, Stith, and Tesdell, "Plagiarism: What's the Big Deal?"

⁷² Park, "In Other (People's) Words: Plagiarism by University Students—Literature and Lessons."

students' understanding of ethical and scientific principles. Strengthening information literacy therefore enhances students' academic credibility and integrity. Based on these findings, the authors propose two key recommendations. First, information literacy initiatives must involve all stakeholders—university leaders, literacy institutions, lecturers, and students—because such synergy can significantly reduce plagiarism. Second, information literacy programs should result in publishable academic outputs, both in national and international journals, which will further strengthen institutional quality. Future studies are encouraged to employ experimental designs to determine the most effective interventions for improving students' information literacy, as well as to develop more robust research instruments and indicators for assessing information literacy competencies.

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