The International Journal of Social Sciences World
TIJOSSW is Available Online at:
https://www.growingscholar.org/journal/index.php/TIJOSSW
Vol. 8 No. 1, January- June 2026, Pages:168 ~ 177
DOI: https://doi.org/10.5281/zenodo.21222672
ISSN 2690-5167
Growingscholar Publisher

Manipulative Practices of Plagiarism in Higher Education Institution in Bali

Ni Putu Premierita Haryanti [1], I Nyoman Darma Putra [2], Anak Agung Ngurah Anom Kumbara [3], I Nengah Punia [4]

Article history:
Received: 02.04.2026; Accepted: 24. 06. 2026; Displayed Online: 30.06.2026; Published: 30.06.2026

Keywords

Manipulative Practices;

Plagiarism;

Academic Integrity;

Higher Education;

Cultural Materialism;

Abstract

Advancements in information technology have facilitated the teaching and learning process, including research and publication activities. The emergence of artificial intelligence has further assisted researchers, writers, and students in drafting scholarly works. When preparing such works, originality and adherence to academic writing standards are essential requirements grounded in honesty and integrity. However, the prevalence of technology has raised concerns regarding the rise of plagiarism-related practices within the academic communities of higher education institutions in Bali. This study aims to identify the forms, underlying ideologies, and implications of plagiarism practices at higher education institutions in Bali. It employs a qualitative approach through the lens of Cultural Studies, utilizing theories such as deconstruction, hegemony, and liberating education. Data collection was conducted via observation, interviews, document analysis, and online research. The findings indicate that plagiarism practices at these institutions are carried out manipulatively across infrastructural, structural, and superstructural levels. Educational infrastructure, academic regulations, and technologies—such as Turnitin—are utilized as manipulative tools to conceal text or obscure instances of plagiarism.

1. Introduction

The development of information technology through the internet has facilitated teaching and learning processes, such as e-learning, but has also raised concerns in the world of research and publication. Recently, various forms of software or applications, such as artificial intelligence (AI), have rapidly emerged, making it easier for researchers, writers, and students to compile reports

[1] *Udayana University, Denpasar, Indonesia. Email: premierita@unud.ac.id*
[2] *Udayana University, Denpasar, Indonesia*
[3] *Udayana University, Denpasar, Indonesia*
[4] *Udayana University, Denpasar, Indonesia*

using readily available materials without properly referencing them. This has become increasingly concerning, with the potential for plagiarism increasing (Grassini, 2023, p.5). At the same time, the government, through the Ministry of Higher Education, Science, and Technology, is developing regulations to prevent and suppress plagiarism. In the preparation of scientific papers, originality and adherence to scientific writing procedures are essential, carried out with honesty and integrity.

With the plagiarism policy outlined in the regulations mentioned above, ideally, plagiarism should be avoided among academics. The public should understand and implement this policy, as it constitutes a standard university guideline that must be adhered to by the academic community. However, plagiarism remains rampant in Indonesia, perpetrated by students, lecturers, practitioners, and government officials.

In this regard, the practice of plagiarism in Balinese universities, often carried out through technology, provides writers with the opportunity to express their plagiarism intentions or strategies. Using this technology, they attempt to conceal plagiarism in their writing to prevent it from being detected by similarity checking applications. Even though their writing contains plagiarism, it appears as if it does not fall under the category of plagiarism.

In addition, the individual characteristic of wanting to complete scientific work easily and quickly influences plagiarism. This is also influenced by technological developments, which make scientific work faster without considering the quality of the writing. The emergence of new technology and the internet can facilitate academic dishonesty among academics. Academics can quickly copy and paste information into their assignments, papers, or scientific works. Furthermore, smartphones, social media, and online information can add new ways to increase cheating, such as the emergence of the term e-cheating (electronic cheating), commonly used to refer to a type of academic dishonesty that involves utilizing various types of technology to copy or use material electronically from inaccurate sources. Therefore, this study aims to determine the nature of manipulative practices involved in plagiarism at higher education institutions in Bali.

Literature Review

Exploring plagiarism practices is essential for developing plagiarism policies in Indonesia. Numerous studies on plagiarism have been conducted; however, most of these studies remain positivistic, describing plagiarism practices in a concrete way. These studies fail to provide information on the underlying phenomena behind plagiarism. Literature review reveals that plagiarism research focuses primarily on perception, investigation, measurement, and policy.
Several studies address strategies or methods for reducing plagiarism, including "Minimizing the Level of Plagiarism in Student Scientific Works Through the Plagiarism Checker X Software Workshop" by Syaharuddin et al., (2021), "Self-Integrity in Avoiding Internet Plagiarism" by Fadlilah & Ruhjatini (2019), and "Understanding and Preventing Plagiarism in Scientific Writing" by Shadiqi (2019). All three studies address methods for avoiding plagiarism in scientific writing. These three studies examined plagiarism, specifically strategies for avoiding it. However, they differed in their subjects: the first focused on plagiarism checking technology, the second on online plagiarism, and the third on plagiarism behavior. In this regard, it can be stated that existing research still employs a positivist approach focused on perceptions, investigations, measurements, and general policies concerning plagiarism. Research examining plagiarism policies through a critical or cultural studies lens has not yet been conducted; therefore, this study is expected to offer a novel contribution to the field. By definition, cultural studies is the study of culture through the lens of signifying practices and representation, exploring the construction of meaning across diverse contexts (Kumbara, 2020). This study critically examines the manipulative practices of plagiarism in higher education institutions in Bali. Thus, while this study shares a common focus on plagiarism, it differs from previous research—particularly regarding manipulative practice on plagiarism in Balinese higher education.

Marvin Harris's Cultural Materialism

Manipulation is often associated with the act of covertly influencing others to achieve specific ends. However, such manipulation is not merely an ethical or psychological act; rather, it emerges from the interplay between ideology, social structure, and cultural superstructure (Harris, 1979). Manipulation is propagated through a society's infrastructure, structure, and superstructure to perpetuate the economic and productive interests of specific groups within that society. In this regard, Marvin Harris's theory of cultural materialism posits that a society's infrastructure—comprising technology, the environment, and methods of production or reproduction—acts as the primary driver shaping social structure and ideology. Infrastructure serves as a filter for material practices that bridge human culture and the natural world, thereby determining the evolution of structure and superstructure. As the material base, infrastructure functions to meet human needs. Higher education institutions, as a form of structure, provide adaptive mechanisms to address these needs. Meanwhile, values and ideologies—components of culture (the superstructure)—serve to legitimize the structure in its role of meeting material needs. Consequently, infrastructure (or material conditions) is deeply interconnected with structure and superstructure. In the context of plagiarism, material conditions—such as the technological infrastructure of Turnitin and Artificial Intelligence (AI)—can drive structural changes within higher education that foster a culture or practice of plagiarism. This infrastructure becomes a means for institutions, lecturers, and students to satisfy their material needs. Institutions utilize it to control behavior, whereas students and lecturers employ it as a tool to manipulate the practice of plagiarism. This manipulative material adaptation transforms plagiarism into an academic necessity; students and lecturers use it to cope with academic pressures. Viewed in this light, plagiarism is not merely an unethical act; rather, adapting to plagiarism becomes a strategy for fulfilling academic requirements in a timely manner.

2. Methods

This research is a qualitative study that focuses on qualitative data, rather than numerical data such as observations and interviews or document studies. Therefore, the research design includes: 1. determining the interview list, 2. determining informants, 3. data collection, 4. data analysis, 5. presenting the data analysis, and 6. data interpretation. Informants were selected purposively. The informants for this study were university leaders, lecturers, students and officer (text similarity detection).

Data collection techniques primarily involved observation and interviews, complemented by interview guidelines and data collection tools. After data collection, data analysis was conducted, including a review of the data obtained from interviews, observations, documentation, and online data. The online data used in this study were published articles by academics from universities in Bali, distributed in various journals that had undergone plagiarism checks. The next step was to present the results of the data analysis descriptively, accompanied by appendices related to the research findings. The final step in this research design was data interpretation, which included findings that answered the research questions.

Informants in this study were selected using a purposive sampling technique. Purposive sampling is a sampling technique used by researchers when they have specific considerations in selecting a sample (Sidiq & Choiri, 2019). Primary data in this research is in the form of information, narratives and statements obtained by researchers during the observation and interview process. Secondary data in this research comes from the text and results or the level of similarity of the author's plagiarism. The text data used was scientific work by lecturers and students reviewed by plagiarism detection officers. Additionally, the data sources for this study were the authors' manuscripts, plagiarism guidelines, and the plagiarism checking system (Turnitin).

3. Results and Discussions

The term "manipulative" relates to influencing or controlling others for personal gain. In the context of artistic creation, "manipulative" refers to the process of producing a new work by altering or utilizing pre-existing ideas from others. These existing ideas are interpreted, reprocessed, and combined to generate new value. Being manipulative does not entail creating something from "nothing," but rather adding to what already exists, as described by the following informant.

> "If I run out of ideas, I use paraphrasing apps to help generate them—though I don't just copy-paste—and I also utilize AI tools. After reading the output, I realize, 'Oh, so *this* is what works when looking for ideas'" (Informant 4, interview on August 29, 2024).

This statement indicates a form of manipulation in academic writing—achieved through paraphrasing and the aid of artificial intelligence—intended to avoid or conceal plagiarism. In a related vein, the concept of "manipulation" can also refer to a creative process where existing ideas are viewed from a fresh perspective, potentially yielding contributions that benefit both the individual and others, as described by the following informant:

> "…I once came across a situation involving the writing of a *kekawin* [traditional Balinese poem] in Karangasem; the original work was transcribed, transliterated, and translated, yet the *kekawin* itself retained its original language. However, the original author's name did not appear at the beginning; instead, the copyist's name was displayed. The funny thing was, the copyist forgot to remove or replace the section at the end of the manuscript containing the author's identity. Consequently, readers found the situation amusing—it became a source of ridicule that has persisted to this day—even though the person involved was a full professor" (Informant 16, interview on September 9, 2024).

This statement reaffirms that manipulative techniques can serve as a solution in academic writing; consequently, such methods are viewed as a potential basis or guideline for the writing process. Manipulation involves strategies to circumvent standard practices for specific ends, as described by the following informant:

> "Indeed, some submitted articles employ deceptive practices—such as coloring characters white to create the appearance of whitespace, or using characters that look normal but actually conceal unusual ones; sometimes the font size of a period is reduced and colored white, or whitespace is replaced with actual letters" (Informant 36, interview on August 5, 2024).

This statement indicates that authors employ various strategies to obscure the text's original form through manipulation, aiming to bypass text-similarity detection software. In this context, manipulation can also involve creating new work by adapting existing material. However, in an academic setting, such manipulation is considered plagiarism if the original work is not properly attributed, as noted by the following informant:

> "I rarely fail to cite the author's name, though I might omit it if the information is common knowledge. Also, when I run out of ideas, I turn to the internet, and I often end up forgetting to cite the source" (Informant 39, interview on April 8, 2025).

This statement shows that authors are aware of the importance of citing sources in academic writing. Yet, plagiarism can arise from practices deemed acceptable or from a permissive academic culture—often stemming from the use of digital information. Manipulative practices frequently occur in collaborative works involving multiple authors, given that not every author contributes substantively to the article. Unknowingly, a major form of plagiarism is actually the

phenomenon of the "passenger author" (or "guest author"), as described by the following informant.

> "Yes, there are such cases; I was in a group with that person, and I ended up doing the entire group assignment myself. If I didn't do it, we would all be penalized, so I just gave in and did it alone." (Informant 12, interview on November 12, 2024)

This statement indicates that a collaborative work does not always stem from a shared idea; instead, it may originate from the ideas or writing of a single individual yet be claimed as a joint effort. Consequently, such a text can be considered an act of plagiarism on the part of the other authors—or "passenger author." This practice is frequently observed in higher education settings, as reaffirmed by the following informant:

> "Yes, there are situations where someone agrees to a friend's proposal to conduct a specific study—not out of personal interest, but to help the friend, thinking that they might need assistance themselves someday. This happens when one has a topic but lacks team members with the necessary competence or qualifications. So, if they are involved in my writing, it follows that when they write an article in their own field, I often don't even understand what they intend to write." (Informant 14, interview on September 17, 2024)

Based on these accounts, it can be concluded that manipulative actions can permeate the discourse surrounding plagiarism. While the normative understanding defines plagiarism as the use of another person's work without proper attribution, such normative elements are nonetheless implicated in the actual practice of plagiarism.

Infrastructure as a Manipulative Tool

Plagiarism is often regarded as a violation of academic ethics. However, the concept of plagiarism is constructed and perpetuated by structural forces—such as educational infrastructure, academic regulations, and the technologies supporting the education system—which serve as manipulative tools in shaping the meaning of plagiarism.
Infrastructure is not merely understood as physical structures; it is also inextricably linked to social practices. Bowker & Star (1999) posit that infrastructure is a fundamental concept interconnected with social, political, and cultural practices and contexts. In this regard, infrastructures such as curricula, plagiarism detection tools, and information systems define the boundaries of authenticity and validity for scholarly work, as illustrated by the following informant:

> "Technology can certainly facilitate plagiarism because it makes access so easy. For instance, when we search for something and retrieve it from a source, the AI sometimes fails to include a citation. So, as a student—thinking, 'This looks correct'—we might simply copy and paste it. That is how plagiarism occurs" (Informant 33, interview on February 19, 2025).

The statement indicates that infrastructure serves as a manipulative tool for concealing text. In this context, artificial intelligence acts as the technological infrastructure used to manipulate a scholarly work. Consequently, this infrastructure can function as a means of producing "scientific truth." It standardizes knowledge through criteria that appear neutral yet are politically charged, as described by the following informant:

> "From what I've seen so far, having this system is a huge help, especially for lecturers. Lecturers usually have to deal with a lot of administrative work regarding their academic ranks—they have to meet specific requirements, particularly those aiming for the positions of Associate Professor or Full Professor. All their data and required documents must be run through Turnitin before reaching

> the assessors. So, regarding plagiarism—the existence of this system automatically instills a sense of caution or anxiety in them" (Informant 20, interview on July 2, 2024).

This statement demonstrates that educational infrastructure, academic regulations, and supporting technologies like Turnitin control and shape the understanding of a scholarly work's originality. In this regard, plagiarism emerges from the labeling processes inherent in the academic system or its infrastructure. This infrastructure acts as a manipulative tool that obscures the true originality of a text. It establishes what is deemed correct or incorrect in academic writing, as noted by the following informant:

> "AI is clearly a factor—especially tools like ChatGPT these days—because students often just copy-paste directly from them. There are even instances of dishonest practices—like repeated paraphrasing—where the results show up as low-risk in Turnitin, even though the work was actually generated by technology. It's a race against time now; as an educator, you likely know and experience this too. If we rely solely on Turnitin, things slip through the cracks; we have to use other applications as well" (Informant 15, interview on September 9, 2024).

This statement indicates that the establishment of standards for academic writing via similarity-checking technology can serve as a means to obscure plagiarism; specifically, these tools allow the level of textual similarity to be masked. Consequently, academic infrastructure is utilized as a manipulative instrument to establish what appears to be an objective standard.
Based on this analysis, it can be argued that the concept of plagiarism is defined by technology or institutions, given that such infrastructure involves not merely technical mechanisms but also acts as a manipulative tool for reproducing meaning and text. In the field of education, plagiarism frequently manifests through manipulative work involving the use of plagiarism-related applications, as described by the following informant.

> "In that case, I usually draft the content first; if the Turnitin score comes back high, then I might use AI—but only for paraphrasing. For paraphrasing, I typically use the premium version of Quillbot with the academic setting, or otherwise ChatGPT" (Informant 25, interview on February 19, 2025).

This statement indicates the use of artificial intelligence (AI) assistance in the creation of academic papers. ChatGPT, a product of OpenAI, can generate text suitable for writing, translation, and other tasks, serving as a solution for completing academic work. Furthermore, ChatGPT is well-suited for creating "remix" works—a process involving the extraction and combination of segments from existing works to create something new. Consequently, ChatGPT is often employed via this remixing approach as a strategy to obscure the nature of plagiarism, as noted by the following informant:

> "For me, it is definitely essential; every time I write, I need technology—especially for things like what you mentioned. OpenAI helps me translate terms that are difficult to understand. Oh, and I've cited from two or three articles before; for instance, if we find points that seem relevant, we might take sentence A from text A and sentence B from text B, then combine them into one. ChatGPT handles all of that" (Informant 34, interview on February 18, 2025).

This statement demonstrates how easily ChatGPT can be applied to extract or merge text from other sources into one's own article. In this context, the writer takes various elements from previous works and alters them to suit their preferences without acknowledging the original sources. In this regard, the use of artificial intelligence tools like ChatGPT has become commonplace in academic writing. While AI-generated content carries the potential for plagiarism, writers may argue that remixing constitutes an innovative work—an evolution of the original material. Lessig (2008) posits that remixing is part of a broader cultural tradition, enabling society to interact with art and information more freely and creatively, which ultimately fosters innovation.

Structural Manipulation

Structural manipulation refers to manipulative activities linked to educational rules, norms, and systems. In this context, plagiarism arises from deviations within the knowledge structure—deviations that fail to respect originality and academic honesty. Here, the perpetrator consciously violates the ethics of scholarly writing, as described by the following informant:

> "There is an even worse case, Ma'am—two senior lecturers were caught. They published in our journal, yet they are our own faculty members. What they did was take someone else's research, change the name, and publish it immediately. I recognized it as a 'copy-paste' job from a friend of mine in Malang; it was my friend's research. We were in different majors but the same field of education" (Informant 16, interview on August 31, 2024).

This statement illustrates a violation of educational norms or rules regarding the use of another person's work without attributing it to the original author. It demonstrates how original work can be easily manipulated to serve the user's interests. Structural manipulation—often linked to social conditions—can be traced through the material and structural footprints underlying it. Such manipulation is revealed not merely by surface-level appearances but by the material conditions lying beneath. People may believe they are simply following an idea presented by someone, when in fact they are connected to the underlying material conditions (Harris, 1979). In the context of plagiarism, structures—such as institutions—respond to infrastructure (technology). These structures are utilized for the interests of specific groups, compelling students and lecturers to seek solutions. Structures shift when infrastructure changes; thus, structure is viewed as a system capable of managing—and sometimes manipulating—human behavior to align with environmental and technological constraints.

In this regard, plagiarism is a social construct that operates manipulatively. It is shaped by the social values prevailing in society. As a social construct, plagiarism is formed through social, cultural, and institutional interactions. In this regard, what is considered plagiarism in one community might be viewed as a common practice in another, as illustrated by the following informant:

> "To be honest, Ma'am, my friends and I sometimes resort to plagiarism when assignments pile up; we work around it using ChatGPT and paraphrasing, because it is undeniable that every student has done it—myself included" (Informant 4, interview on August 29, 2024).

The statement indicates that, in certain contexts, plagiarism is not an unethical act but rather a product of the social values held by dominant groups. Plagiarism is shaped by specific cultural and institutional factors rather than being a universal, objective concept (Pennycook, 1996).

Higher education institutions frequently perpetuate the concept of plagiarism. As representations of social structures, these institutions seek to maintain control over members of the scholarly community by establishing standards of acceptability. In this regard, social manipulation surrounding plagiarism is evident in the uneven application of rules, where specific groups are frequently accused of plagiarism. Plagiarism is not merely a matter of text; it is also linked to social identity and power dynamics or status, as illustrated by the following informant:

> "Usually, senior lecturers just attach their names—often for funding purposes—while the first author does the actual work; we simply fulfill the requirements issued by the institute for research and community service (LPPM)" (Informant 17, interview on September 9, 2024).

This statement demonstrates that judgments regarding whether someone has committed plagiarism go beyond the mere writing or copying of text. Such judgments reflect social and cultural boundaries more than they do textual practices (Scollon, 1995). Deconstruction critiques

binary oppositions—such as the contrast between originality and plagiarism—by positing that meaning is never stable or fixed but is always in a state of deferral. The use of text invariably involves elements of repetition and imitation (Derrida, 2000).

> "Consequently, plagiarism is viewed as a manipulative practice that stands in opposition to originality, as noted by the following informant: "In reality, it is currently very difficult to distinguish between plagiarism and non-plagiarism, as the issue of paraphrasing existed even before the advent of AI. Honestly, there is no way to determine whether a work is truly original or the product of plagiarism. In my view, the key to avoiding this lies with the individual" (Informant 4, interview on August 29, 2024).

This statement indicates that plagiarism has become an option capable of manipulating the meaning of originality. Consequently, the concept of originality has evolved into a social myth, implemented and symbolically perpetuated through institutional or state control. In this context, plagiarism is the product of social manipulation; the boundary between plagiarism and originality becomes blurred, shaped by underlying social forces disseminated through institutional and cultural dominance.

Superstructure Manipulation

"Manipulative" practice is viewed not merely as a skill involved in artistic and intellectual creation, but also as an ideology—a set of perspectives and values shaping various aspects of life, including the ways of thinking and interacting used to enhance creative competitiveness. Social practices shape mindsets, value systems, and modes of interaction through power mechanisms inherent in social life (Foucault, 1977). In the realm of education, this ideology has emerged to facilitate students' creative work and foster continuous innovation within the field.

"Manipulative" practice can be seen as a perspective that challenges traditional notions of originality, thereby blurring the boundaries between authenticity and plagiarism. Students and lecturers often rely on this approach to meet academic targets without acknowledging prior works, as illustrated by the following informant:

> "There was a course where the required output was a simple article. The article structure—covering the phenomenon and so on—was already provided, but—well, it wasn't a huge amount, but there was some—they would essentially copy-paste content from the internet, adjust it to the required format, and then present it as their own work." (Informant 45, interview on April 8, 2025)

This statement demonstrates that, to satisfy academic requirements, students produce academic papers by combining articles from reputable journals and adapting them to a specific journal template without citing the original authors. While this involves a creative act, it is classified as plagiarism.

Consequently, this "manipulative" approach in higher education influences how students and lecturers perceive academic integrity and plagiarism. New works are created without attributing the original sources, all under the guise of creativity and innovation. Thus, it can be concluded that a "manipulative" ideology plays a role in plagiarism practices within higher education institutions in Bali.

Manipulative ideology is frequently employed to formulate economic, social, political, and cultural policies. In the economic sector, this ideology is utilized to generate wealth or prosperity through innovation involving value-added resources, such as the creative and digital economies. In the political sphere, manipulative ideology shapes both domestic and foreign policy. Socially, it exerts a profound impact on societal structures. Culturally, manipulative ideology is linked to the creation of creative content that yields social and economic benefits for its creators. In the realm of education, manipulative ideology regarding creativity can widen the gap between creative students and those who strictly adhere to established academic regulations. Creative students feel

freer to express their ideas without the fear of being labeled plagiarists, whereas other students remain committed to upholding academic integrity, as illustrated by the following informant:

> "Actually, since my first semester, I've drafted many proposals involving citations, and I was quite apprehensive because I didn't fully grasp the correct citation methods—wondering if my approach was right or if it amounted to mere copy-pasting. I was confused about that; sometimes, after finishing a draft, I'd worry—was it correct? Would it be considered wrong? I was afraid of being accused of plagiarism" (Informant 33, interview on February 18, 2025).

This statement reveals the writer's apprehension regarding paraphrasing or similar practices without properly attributing the original author; they remain committed to maintaining the ethics of academic writing.

Based on this analysis, manipulative ideology serves as a foundation for lecturers and university students in Bali when producing academic work. Consequently, the prevalence of manipulative ideology tends to rise when it dominates the creative process—particularly when the concept of plagiarism is not clearly understood or communicated. In other words, the blurring of the definition of plagiarism—driven by ambiguous boundaries regarding originality and the creation of works based on pre-existing material—can foster the growth of manipulative ideology.

4. Conclusion

Plagiarism practices in higher education institutions in Bali are carried out manipulatively through infrastructure, structure, and superstructure. Educational infrastructure, academic regulations, and technologies such as Turnitin are utilized as manipulative tools to conceal text or obscure instances of plagiarism. Plagiarism-checking technology—which ought to serve as a preventive measure—is instead turned into a tool for normalizing plagiarism by manipulating similarity scores. Furthermore, these plagiarism practices stem from social manipulation (structure) shaped by underlying social forces; they are propagated through institutional and cultural dominance linked to social identity, power, and status—such as that held by senior lecturers. Plagiarism practices in Balinese higher education are also tied to power dynamics involving lecturers, students, and other stakeholders, including policymakers and the administrators of plagiarism detection systems.

Acknowledgements

The authors express their sincere gratitude to all individuals and organizations who have contributed to the development and completion of this manuscript.

References

Bowker, G. C., & Star, S. L. (1999). *Sorting Things Out: Classification and Its Consequences*. MIT Press.

Derrida, Jacques. (2000). *Limited Inc*. Northwestern University Press.

Fadlilah, & Ruhjatini. (2019). Integritas Diri dalam Menghindari Tindakan Internet Plagiarism. *Jurnal Riset Manajemen Dan Bisnis*, *4*(3), 437–444.

Foucault, M. (1977). *Discipline and Punish : The Birth of the Prison* (A. Sheridan, Tran.). Pantheon Books.

Grassini, S. (2023). Shaping the Future of Education: Exploring the Potential and Consequences of AI and ChatGPT in Educational Settings. In *Education Sciences* (Vol. 13, Number 7). Multidisciplinary Digital Publishing Institute (MDPI). https://doi.org/10.3390/educsci13070692

Harris, M. (1979). *Cultural Materialism: The Struggle for a Science of Culture*. Random House.

Kumbara, A. A. N. A. (2020). *Paradigma & Teori-Teori Sosial Budaya (Suatu Pemahaman Awal)*. Swasta Nulus.

Lessig, L. (2008). *Remix : Making Art and Commerce Thrive in the Hybrid Economy*. Penguin Press.

Pennycook, A. (1996). Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism. *Tesol Quarterly*, *30*(2), 201. https://doi.org/10.2307/3588141

Scollon, R. (1995). Plagiarism and Ideology: Identity in Intercultural Discourse. *Languange in Society*, *24*(1), 1–28.

Shadiqi, M. A. (2019). Memahami dan Mencegah Perilaku Plagiarisme dalam Menulis Karya Ilmiah. *Buletin Psikologi*, *27*(1), 30–42. https://doi.org/10.22146/buletinpsikologi.43058

Sidiq, U., & Choiri, M. (2019). *Metode Penelitian Kualitatif Di Bidang Pendidikan* (A. Mujahidin, Ed.). CV. Nata Karya.

Syaharuddin, S., Mandailina, V., Saddam, S., Perwira Negara, H. R., Satriawan, R., & Ibrahim, M. (2021). Minimalisasi Tingkat Plagiat Karya Ilmiah Mahasiswa Melalui Workshop Software Plagiarism Checker X. *Bakti Cendana*, *4*(1), 62–67. https://doi.org/10.32938/bc.v4i1.902