

How Australian and Indonesian Universities Treat Plagiarism: A Comparative Study

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Abstracts: This article is a part of a larger study comparing various aspects of policies on plagiarism in two university contexts. It compares policies on plagiarism in universities in Australia and Indonesia. The results of this comparative study showed that Australian and Indonesian universities treat plagiarism differently. Australian universities treat plagiarism explicitly in their university policies. In Australian universities, plagiarism is defined clearly and forms of plagiarism are explained thoroughly, policies on plagiarism are informed to all university academic members, and there are mechanisms to manage cases related to plagiarism. In contrast, not all Indonesian universities treat plagiarism directly. Some universities depend on religious morality and academic ethics in dealing with plagiarism. Accordingly, this article recommends the explicit treatment of plagiarism in Indonesian universities.

Keywords: plagiarism, university policy on plagiarism, Australian universities, Indonesian universities.

Etymologically, the word *plagiarism* originates from a Greek word *plagiarius* meaning ‘literary theft’ (Barnhart, 1995: 573). The *Collins Cobuild English Dictionary for Advanced Learners* defines plagiarism as “The practice of using or copying someone else’s idea or work and pretending that you thought of it or created it” (Sinclair, 2001: 1169). Thus, plagiarism as an ethical violation in the process of creating a work.

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As a Western construct, plagiarism emerged from an emphasis on an individual writer's ownership of words or ideas. According to Pennycook (1996: 214), the notion of ownership developed along with the concept of "human rights" and emphasis on "individual property". Therefore, he argues that using other people's words is equivalent to taking a portion of that individuals' property. The application of this perspective of ownership in academic life requires that citation is undertaken in order to give appropriate credit to the owner of the words or ideas. The underlying norm is that citation of other people's words or ideas is considered to be an intellectual debt to the cited authors and these debts are paid simply by acknowledging the citation (Pedersen, 2001; Standler, 2000). According to the Western notion of ownership, citation of other people's words or ideas without acknowledgment is considered to be plagiarism and an infringement of rights.

The purpose of this article is to explore and compare the policies of Australian and Indonesian universities concerning plagiarism in order to investigate how universities in the two different contexts treat plagiarism. Due to the great number of universities, the policies on plagiarism from all the universities in the two countries could not be included. Only policies of certain universities which are considered to be the better universities were surveyed. Normally, academically good universities are used as a reference for quality development in other universities. Therefore, the examination of academic policies of outstanding universities will ensure the exploration of more complete policy on plagiarism than policy that can be gained from other universities.

METHOD

This study employed a survey design whose aim is to determine and describe things the way they are (Gay & Airasian, 2003: 279). Being a survey on policies regarding plagiarism of universities in Australia and in Indonesia, this study relied on printed documents and online materials such as university guides and academic guidelines which could be accessed during data collection. With respect to the Indonesian universities in particular, additional data include academic guidebooks and university strategic plans recorded in the database of the General Directorate of Tertiary Education. Due to the large number of universities in the two countries, not all but only outstanding universities, in Australia and in Indonesia were surveyed. The methods used in determining the universities to be included in this survey are explained in the following.

A review of the literature on tertiary education in Australia showed that universities are different, especially in terms of academic excellence. In their university guide volumes, Ashenden and Milligan (2000a: 6-7; 2000b: 16-17) classify Australian universities into five hierarchical percentage ranks. The first rank specifies a group of eight universities which corresponds with the widely known category of eight leading universities called the “Group of Eight” (Rodgers & Walsh, 2002). The Group of Eight (Go8) comprises the University of Adelaide, the Australian National University, the University of Melbourne, Monash University, the University of New South Wales, the University of Queensland, the University of Sydney, and the University of Western Australia. Because of their leading role in research performance, these universities were chosen as sample Australian universities which may represent excellence in their policy concerning plagiarism.

An examination of the Indonesian System of National Education Act of 1989 shows that tertiary education organisations in Indonesia include academies, polytechnics, colleges, institutes, and universities (Infosia, 1998: 2). The activities of all tertiary education institutions are directed to the implementation of the *Tri Dharma Perguruan Tinggi* (the Three Missions of Tertiary Education) which includes education, research, and community service (Infosia, 1998: 3).

According to recent data (PTS Online, 2002a; 2002b), there are 77 public tertiary educational institutions of various types throughout the country under the coordination of the General Directorate of Tertiary Education of the Department of National Education. In addition, there are 1293 private tertiary educational institutions. These private universities are divided regionally into twelve areas of the *Koordinator Perguruan Tinggi Swasta* or *Kopertis* (the Coordination of Private Tertiary Education) (PTS Online, 2002a). The management of the private institutions follows the national education policies outlined by the General Directorate of Tertiary Education at a national level (PTS Online, 2002b).

In 2002, the *National Board of Accreditation of Tertiary Education* (BAN-PT) announced the ten universities in the highest accreditation ranks (IKIP Negeri Gorontalo, 2002). The ten universities, ranked from the highest level, are Gadjah Mada University, University of Indonesia, Diponegoro University, Padjadjaran University, Brawijaya University, Airlangga University, University of Northern Sumatra, Andalas University, Hasanuddin University, and the State University of Jember.

In the same year (2002), the General Directorate of Tertiary Education issued the results of the accreditation of scientific publication of tertiary education institutions and professional associations (Dirjen Dikti, 2002). Of all universities that have produced nationally accredited journals, there are 11 universities which publish the highest number of accredited journals (i.e., at least 6 journals). This categorisation of journals is necessary to limit the number of universities to a number close to that used by the General Directorate of Tertiary Education in determining the best universities in terms of educational programs. The eleven universities with the highest number of publications are Gadjah Mada University, University of Indonesia, Diponegoro University, Airlangga University, Padjajaran University, State University of Malang, Udayana University, University of Northern Sumatra, Brawijaya University, Muhammadiyah University of Malang, and Petra Christian University.

By combining the results of the accreditation of educational programs and the accreditation of scientific publication, 14 public and private universities have been selected as samples for this survey. They are Airlangga University, Andalas University, Brawijaya University, Diponegoro University, Gadjah Mada University, Hasanuddin University, Muhammadiyah University of Malang, Padjadjaran University, Petra Christian University, State University of Jember, State University of Malang, Udayana University, University of Indonesia, and University of Northern Sumatra. These universities were selected on the basis of their excellence in educational programs, in scientific publications, or in both categories. In addition, they represent a range of universities from different categories: public and private universities; universities in Java Island (which is considered more developed than other areas in Indonesia) and outside Java; general and religious universities; and teacher-training and non-teacher training universities.

RESULTS

The results of the survey showed that all the Go8 universities in Australia, as shown in Table 1, have established specific policies regarding plagiarism. According to these universities, plagiarism is considered a serious academic offence or a form of cheating that needs to be taken into careful consideration. In these universities, plagiarism is explicitly defined and its various forms are clearly explained. Policy statements concerning plagiarism and prohibition of any form of plagiarism are publicised and made available to students and faculty members. These universities also specify some mechanisms to prevent plagiarism as well as to manage instances of plagiarism.

Table 1 Policies regarding Plagiarism in the Group of Eight Universities in Australia

University	Definition of plagiarism and forms of plagiarism	Dissemination of policy on plagiarism	Prevention of plagiarism and management of instances of plagiarism
University of Adelaide	√	√	√
Australian National University	√	√	√
University of Melbourne	√	√	√
Monash University	√	√	√
University of New South Wales	√	√	√
University of Queensland	√	√	√
University of Sydney	√	√	√
University of Western Australia	√	√	√

Table 2 shows policies on plagiarism in the 14 outstanding Indonesian universities. The results of the survey suggested that Indonesian universities address “plagiarism” in three possible approaches. The first is that plagiarism is not explicitly addressed in a university, but the university upholds religious morality. As the highest standard of morality, religious morality is considered to include different aspects of ethical values, including academic ethic and, as we are considering, plagiarism. The second approach is that a university emphasises the importance of academic ethic which indirectly includes academic integrity and, more specifically, plagiarism issues. The last approach is that certain aspects of plagiarism are addressed explicitly.

DISCUSSION

Plagiarism as a form of academic misconduct needs to be treated appropriately in the university contexts. The results of this comparative survey showed that plagiarism is treated differently in Australian and Indonesian universities. According to Fass (1990:172), appropriate expressions of academic rules of conduct should include (1) clarification of definitions, (2) procedures to detect and report a case, and (3) implementation of disciplinary action and penalties. The results of this survey showed that, whilst some policies seem to be formulated according to the unique needs of each university in the Go8 Australian universities, the approaches in the implementation of the pol-

icies suggest conformity. In fact, the aspects covered by each of the Go8 universities' policies on plagiarism are in accordance with the criteria proposed by Fass.

Table 2 Policies regarding Plagiarism in 14 Outstanding Universities in Indonesia

University	Plagiarism is not addressed, but religious morality is upheld	Plagiarism is not addressed, but academic ethic is emphasised	Certain aspects of plagiarism are addressed explicitly
Airlangga University	✓		
Andalas University	✓		
Brawijaya University	✓	✓	
Diponegoro University	✓		
Gadjah Mada University	✓		
Hasanuddin University			✓
Muhammadiyah University of Malang	✓		
Padjadjaran University	✓		
Petra Christian University	✓		
State University of Jember		✓	
State University of Malang			✓
Udayana University	✓		
University of Indonesia			✓
University of Northern Sumatra	✓		

Australian University Policy on Plagiarism

In Australian universities, the notion of plagiarism is defined clearly and the various forms of plagiarism are explained thoroughly. There is evidence to indicate the importance of establishing a legal basis to address the issue of plagiarism. Rules concerning plagiarism are fundamentally presented at a university level as part of statutes, code of practice, code of rules, or policies of the universities. The rules emphasise the importance of academic honesty and the prevention of academic misconduct. Definitions of plagiarism, impor-

tant for the understanding of the nature of plagiarism as academic misconduct, are included in the rules. The definitions share similar elements in that plagiarism comprises: the unintentional use of words or ideas of others and the deliberate use of words or ideas from someone else as if they were one's own.

In addition to the definitions, all universities in the group believe that plagiarism can include a number of forms such as close paraphrasing of another's work, submission of the same piece of work for more than one subject, and co-authoring the work of another person.

At the University of Adelaide, for example, the policy on plagiarism is expressed in the University's Statute XVII entitled *Of Examinations and Assessment*. According to the Statute, plagiarism constitutes "a person using the words or ideas of another as if they were his or her own" (University of Adelaide, 2001:1). The definition covers violations varying from a "misuse of academic conventions," to intentional plagiarism that is considered as "cheating and false pretences".

The Statute states that any form of plagiarism is strongly prohibited. Forms of plagiarism include:

- (a) Presenting substantial extracts from books, articles, theses, and other published or unpublished works such as working papers, seminar and conference papers, internal reports, computer software, lecture notes or tapes, and other students' work, without clearly indicating their origin with quotation marks and reference such as footnotes; (b) using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work; (c) quoting directly from a source and failing to insert quotation marks around the quoted passages. In such cases, it is not adequate to merely acknowledge the source (University of Adelaide, 2001: 1).

At the University of Sydney, plagiarism is outlined in the code of practice: *Plagiarism, Groupwork and Legitimate Co-operation* (University of Sydney, 1996:1). According to this policy, plagiarism is perceived as violation of the integrity of academic work. Plagiarism is defined as "knowingly presenting another person's ideas, findings or written work as one's own by copying or reproducing them without due acknowledgment of the source". Different forms of plagiarism are described as follows: "At its worst, plagiarism is theft. Plagiarism may involve copying the work of another student, or it may involve paraphrasing or copying a published author's text or argument without giving a reference" (University of Sydney, 1996: 1).

In other Go8 universities, definition of plagiarism and explanation about forms of plagiarism are included in the University Statutes (Monash University Secretariat, 2003; University of Western Australia, 2004). These issues have also been addressed in guidelines prepared by the universities such as those included in *Misconduct in Examination Rules and Guidelines for the Responsible Practice of Research* (Australian National University, 2002), *Academic Honesty and Plagiarism* (University of Melbourne, 2002a), *Academic Misconduct and Student Misconduct* (University of New South Wales, 2002) and *Handbook of University Policy and Procedures* (University of Queensland, 2001).

In addition to defining the notion of plagiarism clearly, the Go8 universities have attempted to ensure that the institutional policy on plagiarism is publicised to members of academic staff and to students. Rules concerning plagiarism are disseminated through various forms such as the university website, the student diary, course outlines, and/or subject materials. Responsibilities for implementation are assigned to various institutions within the universities such as the Faculty, the School, or the Department and to various people such as faculty members, tutors, learning skills advisers, and students.

At the Australian National University, for instance, the university policy has been disseminated in the form of guidelines. At the levels of faculties and departments, the guidelines contain acceptable norms for the presentation of ideas, definition of plagiarism, and examples of plagiarism. The main purpose of the guidelines is to help students understand “what are acceptable forms of expression and acceptable ways of presenting material” (Australian National University, 2002: 2). According to the guidelines, lecturers have the responsibility to inform students about ways of presenting material. The students are also strongly recommended to consult the guidelines. In cases of doubt concerning the guidelines, they are recommended to consult the lecturer or course convenor. If students feel that they need special guidance in the presentation of ideas, they are advised to consult the *Academic Skills and Learning Centre* of the university.

At Monash University, there is a requirement that the faculties publish statements regarding the nature of plagiarism according to their specific academic streams. The statements are published in the faculty handbooks and web sites (Monash University Administration, 2002). Monash University’s *Plagiarism and Cheating Policy* web page, in particular, contains information regarding the definition of plagiarism and forms of plagiarism. It also provides information as to what a teaching staff member should do when finding in-

stances of plagiarism (Monash University Secretariat, 2003). This web page has links to related documents such as the *Discipline Guidelines* for students and University's Statute 4.1 regarding *Discipline*.

At the University of New South Wales, guidelines to avoid plagiarism are available for students from the *Learning Centre* (Agnes, 2002). The guidelines contain useful information on how to use quotations correctly, different systems of referencing, such as the *APA Style* or the *Harvard Method*, common forms of plagiarism, and hints in using summarising and paraphrasing techniques. Lecturers are also expected to help clarify the notion of plagiarism through the courses that they teach. In a course outline in the Faculty of Commerce and Economics, for instance, students are reminded that they should acknowledge sources. The following is an excerpt quoted from the course outline:

You should ALWAYS: (i) State clearly in the appropriate form where you found the material on which you have based your work, using the system of reference specified by the School in which your assignment was set; (ii) Acknowledge the people whose concepts, experiments or results you have extracted, developed or summarised, even if you put these ideas into your own words; (iii) Avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that you have thought about the material and understood it, but remember to state clearly where you found the ideas. (Agnes, 2002:7)

The other five universities within the Go8 have similar policies regarding the importance of efforts undertaken to make students and faculty members aware of the Universities' policies on plagiarism.

It is important to note that in Australia, different institutions within the university share responsibilities in the prevention of plagiarism and in the management of instances of plagiarism. At the university level, responsibilities to implement policy and to manage instances of plagiarism are assigned to the *University Board of Discipline* (University of Western Australia, 2004), *University Board of Conduct* (University of Adelaide, 2001), *University Discipline Committee* (University of New South Wales, 2002), or the Vice-Chancellor in charge of academic affairs (Monash University Secretariat, 2003; University of Sydney, 1999). At the Faculty or School levels, the policy implementation is part of the responsibility of the Faculty Office, the Head of School, or the Associate Dean (in charge of teaching). At the Departmental

level, Head of Department, the Chief Examiners, the Departmental Assessment Committee, Chair of the Examination Board or Unit Coordinator is in charge of the implementation of the policy.

Special attention is paid to informing students that those who violate the rules will do so at their own risk. While examples of plagiarism and techniques of avoiding plagiarism may be made available, students are assumed to be responsible for themselves, that is, to make themselves familiar with this form of academic assistance. These examples of plagiarism and techniques of avoiding plagiarism are likely to avoid plagiarism arising from carelessness in using words and ideas of others. The inclusion of rules concerning plagiarism in the student diary and in subject materials suggests that an effort is being made to apply the rules to the day-to-day academic life of the students. The final stage in making the students aware of the issue of plagiarism at various departments in the universities is the requirement of completing an "assignment cover sheet". The cover sheet requires students to sign a declaration stating that the piece of assignment is their own work and that citations have been made with proper acknowledgement.

At the University of Queensland, for instance, the academic staff and students are expected to be involved in the prevention of plagiarism. It is the responsibility of academic staff to provide information on plagiarism and examples of appropriate citation. Furthermore, they are enjoined to set "realistic assessment loads" and give different assignments from semester to semester. More importantly, members of the academic staff are required to develop "a climate of mutual respect for original work" (University of Queensland, 2001: 2). Students are required to submit their own work. Furthermore, they are advised to be clear in the way they cite ideas from sources and acknowledge the sources. The School of Social Science of this University, for example, requires the students to sign a "statement of original authorship" when they submit an assignment. The cover sheet states, "The work here is, to the best of my knowledge and belief, original except as acknowledged in the text" (School of Social Science, University of Queensland, 2001: 1). Additionally, the students are also invited to take part in discouraging others from plagiarising.

At the Department of Information Management & Marketing of the University of Western Australia, students are required to provide an "assignment cover page" and sign the following statement: "I certify that the attached assignment/report is my own work and that all material drawn from other sources has been fully acknowledged" (Department of Information Management & Marketing, University of Western Australia, 2002).

The Go8 universities commonly ensure that the policy to avoid plagiarism is implemented at faculty and departmental levels through the dissemination of information from university statutes. However, in the case of an allegation of plagiarism, these are handled by the mechanisms laid down in the established rules of the university. The management of a case of plagiarism due to carelessness in using citation convention may be carried out using “educational approach”: Students are advised not to plagiarise and asked to submit another assignment as a substitute for the plagiarised work. On the other hand, depending on the seriousness of the case, penalties may take the form of zero marks for the plagiarised assignments, failure in a subject, temporary expulsion from the university, or cancellation of an academic degree. For example, the types of penalties for plagiarism at the University of Adelaide are specified in Crisp’s (2004: 54) statement below:

Penalties for confirmed cases of unattributed works in an assessment submission vary from resubmission without penalty in cases of inadvertent omissions, to receiving a result of zero, failing the course, expulsion, and/or the imposition of financial penalty.

At the University of Sydney, for example, two approaches are envisaged in dealing with a case of plagiarism. An educational approach is emphasised for offences resulting from carelessness or lack of knowledge in using academic sources. For example, an instance of plagiarism involving a first year student will be dealt with by using the educational approach. A penal approach, according to the code of practice, is applied to more serious cases. Penalties may vary from a reprimand to failing the unit of study. Extreme cases of plagiarism may lead to failure in a particular study or suspension from the University (Smith & O’Meara, 2002).

The above discussion suggests that all Australian universities in the Go8 agree that although they have mechanisms to deal with academic misconduct and plagiarism, they are of the opinion that preventative actions are essential and that priority needs to be given to the promotion of academic honesty.

Indonesian University Policy on Plagiarism

Religious morality is established as the most essential basis of ethic in many universities, such as Airlangga University (Universitas Airlangga, 2002; Dirjen Dikti, 1999a), Andalas University (Dirjen Dikti, 1999b), Brawijaya University (Dirjen Dikti, 1999c; UPPTI Universitas Brawijaya, 2002), Diponegoro University (Dirjen Dikti, 1999d; UNDIP, 2001); Gadjah Mada

University (Dirjen Dikti, 1999e), Padjadjaran University (Dirjen Dikti, 1999f), Udayana University (Dirjen Dikti, 1999g), and the University of Northern Sumatra (Dirjen Dikti, 1999h). The assumption is that adherence to divine rules would lead to ethically-oriented academic behaviours. However, as the divine rules are not completely delineated in the forms of educational rules, policies concerning academic conducts are not apparent.

In these universities, statements of religious morality are explicitly described in different sections of university publication such as the *Vision and Mission* (Universitas Airlangga, 2002), the “major issues” section of the Strategic Plan (Dirjen Dikti, 1999b), and the “academic administration” of the Guidebook (UPPTI Universitas Brawijaya, 2002). The *Vision and Mission* of Airlangga University, for example, state that Airlangga University aims to produce “graduates of high quality who are able to develop science, technology, humanistic value, and arts, who are able to compete at national and international levels on the basis of religious morality” (Universitas Airlangga, 2002). To fulfill this purpose, Airlangga University provides academic, vocational, and professional means of learning based on educational technology, and provides facilities for the development of research. The publication of the vision and mission of Airlangga University does not disclose any policy on the promotion of academic conduct. Although religious morality might emphasise moral behaviour of the university members, it does not give a direct indication of the importance of academic integrity. In this case, it is too general to interpret religious morality as a reflection of policy on plagiarism.

The Strategic and Operational Plans of Padjadjaran University state the vision of the university to become “a tertiary education, the members of which actively implement various research programs at international levels and are committed to excellence” (Dirjen Dikti, 1999f: 1). In addition, the mission of Padjadjaran University is “to effectively and efficiently manage teaching and learning process, research, and community services to help students develop to be graduates of high quality who can compete at international levels and who are believers and obedient to God”. Similarly, Gadjah Mada University aims to produce responsible people based on “national inheritance and religious good conduct” (Dirjen Dikti, 1999e).

In some other universities, sources of morality are not clearly stated as a basis to establish educational policy of the universities. In the case of Muhammadiyah University of Malang, there is speculation that the motto “building an academic and Islamic discourse” implies the university’s emphasis on religious morality (Universitas Muhammadiyah Malang, 2002). Similarly, the

name of *Petra Christian University* may suggest the university's concern on the importance of religious morality (Petra Christian University, 2002). Accordingly, these two universities are included as universities which do not address plagiarism directly, but uphold religious morality.

Religious morality which is upheld in the universities mentioned above was based on the teachings of religions acknowledged in the country. These religious teachings have inspired the ways of life of many Indonesian people. According to religious teachings, people have an option to perform two major kinds of deeds: good and bad. Good deeds include those which are beneficial for the one who performs the deeds, in particular, as well as other people generally. Teaching, learning, and disseminating knowledge are considered to be examples of good deeds due to the benefits that people may get from these activities. Bad deeds generally include those which are considered to be immoral and illegal such as stealing, deceiving, and annoying other people.

Universities in Indonesia have adopted the religious morality in the hope that members of the academic community can implement the good deeds and to avoid bad deeds. Accordingly, bad deeds in the university contexts may include cheating and other academic misconduct. However, the universities in Indonesia have not specified whether or not religious morality that they adopted is directed to embrace the notion of plagiarism.

Particular forms of plagiarism are addressed in a direct way as a part of academic ethics in the policies of a few universities. For example, at Brawijaya University, "doing exams for other students" or "using other student's work in exams" is prohibited and "honest, well-behaved, and accountable" students are expected (UPPTI Universitas Brawijaya, 2002). This emphasis on academic ethics, therefore, adds to the university's promotion of religious morality. Sanctions for rule offenders are specified at this university. However, these rules apply to general types of misconduct, such as bringing illegal drugs onto campus. To deal with violation of rules, Brawijaya University established the University Committee of Rule Violation. A similar case is applied at the State University of Jember which requires the students to promote "academic honesty, scientific integrity, and accountability" (Universitas Jember, 2001).

Related to academic ethic is the discussion of academic culture. Whilst certain universities such as Airlangga University (Dirjen Dikti, 1999a), Andalas University (Dirjen Dikti, 1999b), and Diponegoro University (Dirjen Dikti, 1999d) emphasise the importance of academic culture, the notion of academic culture is not explained clearly. Aspects of academic culture as de-

scribed by these universities include academic freedom, ethical conduct, religious life at university, and supportive learning environment. However, the notion of academic culture is not directly related to the universities' policies concerning plagiarism.

Only a few universities in Indonesia address plagiarism explicitly. A unique case is found at the University of Indonesia. Whilst there is no available data on academic ethic and plagiarism at the university level, the issue is addressed in one of the faculties. The Department of Physics of the University, for example, promotes rules regarding norms and academic honesty. The *Norms and Academic Honesty Rules* of the Department state that any forms of academic misconduct are prohibited, including plagiarism. The Rules, which were developed on the basis of the Rector's Decree of 1998 on *the Rules of Academic Life of the University of Indonesia*, require that students of the Faculty of Physics Science should "be honest in the teaching and learning process, research, assignments, and other academic activities". Furthermore, the Rules oppose academic misconduct which includes "plagiarism, data manipulation, provision of false information, and other forms of academic misconduct" (Program Pendidikan Sarjana Ekstensi Fisika UI, 2002: 9).

Two other universities address issues of plagiarism in a more direct way. At Hasanuddin University, cases of plagiarism are handled by the *Discipline Committee* which works at the university level ("Penyelesaian pelanggaran", 2002). At State University of Malang, explanation regarding plagiarism is not available from the university's policy, but there is a regulation that students have to sign a page when submitting their thesis, declaring that the thesis is free from plagiarism and that the use of materials from sources has been acknowledged (Sukah, Sukarnyana & Waseso, 2000: 129).

To put it briefly, universities in Indonesia are likely to treat plagiarism in a general, indirect way as a part of religious morality or academic ethic. Furthermore, certain universities do not seem to address any issue related to plagiarism in their educational policies. As such, it is arguable that the notion of plagiarism or various forms of plagiarism are important issues which still need to be elaborated in Indonesian universities. However, in 1999 the General Director of Tertiary Education, through a letter number 3298/D/T/99 on *Attempts to Prevent Plagiarism*, recommended that Rectors of all tertiary educational institutions pay attention to the issue of plagiarism (Brodjonegoro, 1999). Examining current university policies regarding plagiarism, it seems that this recommendation, on the whole, has not been implemented in the universities in Indonesia.

CONCLUSION

This article has demonstrated that the notion of plagiarism is treated differently in universities across Australia and Indonesia. More particularly, it has shown that in general, unlike in Australian universities, there have been no thorough policies regarding plagiarism in Indonesian universities.

In light of the results of this survey, it is recommended that Indonesian universities establish clear and comprehensive policies regarding plagiarism. Plagiarism should not be merely assumed as a religious issue or subsumed within academic ethic which is not elaborated explicitly. There needs to be plagiarism policies which provide a definition of plagiarism and its various forms, and contain information regarding methods to avoid plagiarism and to manage instances of plagiarism.

In other words, it is important that the universities in Indonesia establish policies regarding plagiarism which are based on the Western perspective which has been established and accepted as the norm of writing by the academic community throughout the world. Attempts to take responsibility for sustaining academic conventions by establishing such internal regulations would bring these universities in line with the recommendation of the General Director of Tertiary Education regarding the prevention of occurrence of plagiarism in Indonesian universities (Brojonegoro, 1999).

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