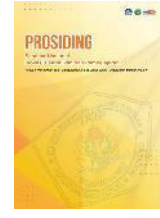




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Final-Year Students' Perspectives on Utilizing Duplichecker for Upholding Academic Integrity in Skripsi Writing

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abstrak – Integritas akademik merupakan fondasi etis penting dalam penulisan skripsi bagi mahasiswa calon guru. Penelitian ini bertujuan mengeksplorasi persepsi mahasiswa tingkat akhir mengenai peran platform cek plagiarisme akses terbuka, Duplichecker, dalam menjaga integritas akademik. Metode yang digunakan adalah deskriptif kualitatif. Data dikumpulkan melalui kuesioner daring kepada mahasiswa tingkat akhir dari tiga program studi kependidikan di IKIP PGRI Bojonegoro, serta diperkuat dengan triangulasi sumber melalui wawancara mendalam bersama praktisi pendidikan (guru SD). Hasil penelitian menunjukkan bahwa Duplichecker secara signifikan berhasil meningkatkan kesadaran kritis dan moral mahasiswa mengenai pentingnya orisinalitas naskah, bukan sekadar pemenuhan tuntutan kampus. Dari dimensi teknis, meskipun indikator kemiripan teks yang tinggi sempat memicu kecemasan menulis, sistem sensor digital ini efektif menstimulasi kemandirian belajar serta melatih keterampilan berpikir kritis mahasiswa dalam mempraktikkan teknik paraphrasing yang otentik. Simpulan penelitian menegaskan bahwa pengondisian kejujuran akademik melalui asisten digital ini berperan vital dalam mencegah normalisasi tindakan copy-paste demi menjaga keluhuran profesi pendidik di masa depan.

Kata kunci – Integritas Akademik, Duplichecker, Skripsi, Mahasiswa Akhir.

Abstract – Academic integrity is a crucial ethical foundation for student skripsi writing as prospective teachers. This study aims to explore final-year students' perceptions of the role of the open-access plagiarism checking platform, Duplichecker, in maintaining academic integrity. A descriptive qualitative method was used. Data were collected through an online questionnaire from final-year students from three education study programs at IKIP PGRI Bojonegoro, and supported by source triangulation through in-depth interviews with education practitioners (elementary school teachers). The results indicate that Duplichecker significantly increased students' critical and moral awareness regarding the importance of originality, beyond simply fulfilling campus requirements. From a technical perspective, although high text similarity indicators triggered writing anxiety, this digital censorship system effectively stimulated independent learning and trained students' critical thinking skills in practicing authentic paraphrasing techniques. The study's conclusions confirm that fostering academic honesty through this digital assistant plays a vital role in preventing the normalization of copy-pasting and maintaining the dignity of the teaching profession in the future.

Keywords – Academic Integrity, Duplichecker, Skripsi, Final-Year Student.

INTRODUCTION

Academic integrity is a fundamental foundation of higher education, reflecting honesty, trustworthiness, fairness, respect, and responsibility. For final-year students, writing a skripsi is not simply about fulfilling a credit load, but rather a reflection of the ethical transmission of knowledge. Bretag et al. (2020) emphasize that academic integrity is a pillar of credibility for future scholars. In the context of student educators, an understanding of writing ethics is crucial because they will hold a moral responsibility to teach these values in schools.

However, the fast-paced digital era has brought new challenges to maintaining the originality of scientific work. The ease of copying and pasting from various online sources often leads students to plagiarism, both intentional and unintentional due to a lack of paraphrasing skills (Eaton, 2021). Nurdianingsih (2024) highlights that many students experience technical obstacles in paraphrasing texts authentically, which in turn impacts their confidence in their own work.

As a solution, the use of open-access plagiarism detection tools such as Duplichecker has become a widely used alternative. This study aims to fill the literature gap regarding education students' perceptions of the role of these tools. By exploring the perceptions of students from various study programs at IKIP PGRI Bojonegoro, this study analyzes how Duplichecker helps instill academic integrity, mitigate the risk of plagiarism, and foster student learning independence in the skripsi writing process.

RESEARCH METHODS

This study employed a qualitative descriptive method. Data were collected through an online questionnaire (Google Form) from 10 final-year students at IKIP PGRI Bojonegoro from January to April 2026. Data triangulation was conducted through in-depth interviews with education practitioners (an elementary school teacher) to strengthen the validity of the research findings regarding writing ethics. Data analysis used a thematic approach to categorize student perceptions.

FINDING & DISCUSSION

This study presents findings regarding final-year students' perceptions of the use of Duplichecker in their skripsi writing. Overall, the questionnaire results showed a very positive response, with all respondents perceiving a tangible impact of Duplichecker in raising awareness of the importance of originality in scientific work. This platform is no longer considered merely an administrative formality, but rather a crucial instrument that provides instant visual confirmation of the authenticity of ideas and arguments. These findings align with Bretag's (2020) theory of academic integrity, which emphasizes that a scholar's intellectual credibility is rooted in the values of honesty and responsibility, manifested through appropriate citation.

Tabel 1. Questionnaire answer

No	Indicator	Percentage of answers (SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree)
1	Student Awareness of the importance of originality in skripsi writing.	A = 90% SA = 10%
2	Impact of Duplichecker on caution in citation and paraphrasing in the literature review chapter.	A = 90% SA = 10%
3	Student perceptions of Duplichecker percentage results as a jey indicator of academic honesty.	A = 90% SA = 10%
4	Duplichecker's effectiveness in detecting unintentional plagiarism.	A = 100%
5	Motivations for using Duplichecker: campus regulation demands vs. self-integrity awareness.	D = 70% A = 30%
6	The psychological impact of Duplichecker results on student stress levels.	A = 50% SA = 20% D = 10%
7	Student belief in the relationship between low similarity percentages and assurance of Skripsi quality.	A = 80% D = 10% SD = 10%
8	The Role of Free Access to Duplichecker in Facilitating Independent Maintenance of Academic Integrity.	A = 80% SA = 20%
9	Student Perceptions of the Use of "Automatic Paraphrasing" Techniques and Academic Integrity.	A = 50% D = 50%
10	Student Confidence in Duplichecker's Accuracy as a Benchmark for the Validity of Scientific Papers.	A = 90% D = 10%
11	The Psychological Impact of Passing Duplichecker on Students' Self-Confidence Before Their Supervisors.	A = 90% D = 10%
12	Technical Barriers: Word Limit on the Free Version of Duplichecker in Verifying Skripsi Content.	A = 80% SA = 10% D = 10%
13	Student Perceptions Regarding the Importance of Increasing the Socialization of Plagiarism Checking Tools within the Department of Education.	A = 90% SA = 10%
14	Understanding the Tool: Duplichecker as a Writing Educational Instrument vs. Just a Monitoring Tool.	A = 70% SA = 20% D = 10%
15	Respondents' Perceptions Regarding the Significance of Duplichecker's Role in Reducing the Number of Students Who Cheat During Skripsi.	A = 80% SA = 10% D = 10%

Technically, Duplichecker acts as an effective preventative measure in detecting unintentional plagiarism, such as omissions in citations. This aligns with Eaton's (2021) view that ethical violations often stem not from fraudulent intent, but rather from students' limited competence in standard citation and paraphrasing techniques. Although most students report psychological distress or anxiety upon seeing high similarity scores, this experience serves as a transformative pedagogical stimulus. This process forces students to be more thorough, critical, and careful in constructing sentences to comply with applicable scientific writing conventions.

Furthermore, this study found that students tend to position themselves as active learning agents, which is highly relevant to Barry Zimmerman's Self-Regulated Learning (SRL) theory. Students use Duplichecker as a means of self-monitoring and self-evaluation to build autonomy before the mentoring process with lecturers. Despite ethical debates regarding the use of automated paraphrasing techniques to achieve low scores—which Nurdianingsih (2024) also highlighted as an impact of workload that triggers pragmatic behavior—most respondents still believe that true integrity must arise from human cognitive processes, not machine manipulation.

Concluding the discussion, the use of Duplichecker by final-year students in IKIP PGRI Bojonegoro has shifted to become an instrument of ethical maturity in maintaining scientific accountability. This is reinforced by the results of data triangulation, which indicate that academic honesty is a foundation of teacher professional character that must be instilled from the beginning of study. Unlike previous research by Mahmud, Rahman, and Sari (2024), this study provides novelty through its qualitative, cross-disciplinary focus on education. Ultimately, Duplichecker has proven effective in transforming from a mere technical detection tool into a moral and academic supporter that helps aspiring educators understand the essence of intellectual honesty in the challenging digital era.

CONCLUSION

Based on the analysis and discussion, several key points can be concluded. Duplichecker has played a significant role not only as a technical instrument for detecting plagiarism, but also as a digital assistant that strengthens students' moral foundations in maintaining the originality of their scientific papers. Second, the use of this platform has proven to stimulate students' critical thinking skills. Although it initially triggered writing anxiety due to high similarity scores, this pressure actually encouraged students to practice authentic paraphrasing skills and enhance self-regulated learning. The last, the integration of this tool effectively prevented the normalization of copy-pasting practices that undermine academic integrity. Students now have a better understanding that their skripsi reflect the intellectual integrity of prospective educators. Therefore, the adoption of this technology needs to be supported by institutions as part of a strategy to produce graduates who are not only academically competent but also possess ethical steadfastness ready to be implemented in the professional world of education in the future. A recommendation for further research is to expand the scope of research subjects to other disciplines to examine the consistency of this phenomenon more broadly.

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